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ABSTRACT

This final performance report for Project VIA (Volunteers In Action), a collaborative program between the El Paso Public Library and El Paso Community College (EPCC), begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project goals for 1992-93: (1) to recruit and train 140 volunteer tutors to work with functionally illiterate adults at utilizing EPCC's non-traditional whole-language, Freirian approach to teaching literacy; (2) to develop a bibliography reflecting the bilingual/bicultural needs of the target population; (3) to establish literacy collections at 11 branch libraries; (4) to publish a newsletter for literacy providers; (5) to offer four seminars to allow tutors to share their experiences and concerns; (6) to develop tutor handbooks and publicity materials; (7) to assess and maintain records of student progress, tutor hours, and follow-up services; and (8) to recognize volunteer tutors and students for outstanding service and progress at the end of the project year. Proposed and actual expenditures are compared. A narrative section discusses activities undertaken, including a detailed description of a tutor-training workshop agenda; the library's role; organizations involved; facilities used; and the impact of the project on the ongoing literacy program. Attachments include a bibliography of (Hispanic) bilingual/bicultural materials and the tutor training handbook. (MES)

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El Paso Public Libraries, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI

LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

EL PASO PUBLIC LIBRARIES
PROJECT VIA

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

Part I: General Information

1. **Name and address of organizations receiving grant.**

El Paso Public Libraries
501 N. Oregon
El Paso, TX 79901

El Paso Community College
Literacy Education Action Program
1115 N. Oregon
El Paso, TX 79901

2. **Name and telephone number of person preparing report.**

Martha A. Toscano, EPPL Literacy Coordinator
Library Literacy Center (915) 779-2400

3. **Grant Number (R167A20459)**

4. **Grant amount awarded and actual amount expended. (LSCA Title VI Funds Only)**

Amount Awarded: $35,000
Amount Expended: $32,919

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
_x_ over 200,000

2. What type of project was this? (Check as many as applicable)

_x_ Recruitment
_x_ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_x_ Training
___ Rural Oriented
_x_ Basic Literacy
___ Other (describe)___________________________

_x_ Collection Development
_x_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_x_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
_x_ Other (describe) Disadvantaged populations-LEP (Limited English Proficient)

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_x_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham _x_ Other (describe)

Non-traditional whole language approach based on Frierian Methodology. (see narrative)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

_x_ one-on-one tutoring _x_ small group instruction
_x_ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes _x_ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _x_ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.) (Samples Attached)

Student progress was determined by individual tutors. In the case of one-to-one tutoring situations volunteers reported student progress via the monthly tutor reports mailed to the Project VIA Vounteer Coordinator. In the case of small group tutoring, volunteers assessed student progress via quizzes as per the curriculum presented. Samples of student writings were maintained in student files to monitor improvement.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

_x_ bibliography
___ curriculum guide
_x_ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
_x_ newsletter(s)
___ other (describe)
____
____

Estefana Parga 8-21-

1.- I make a homework.
-She makes a homework.
-We make a homework.

GOOD WORK!

2.- She brings a glass of water.
- We bring a book.
- He brings cookies.
3.- I ring the bell.
-She rings the bell.
-They ring the bell.
4.- You see the movie.
They see The movie.
He sees the movie.
5.- I pay a ticket.
She pays a ticket.
We pay a ticket.
6.- I bite the apple.
He bites the apple.
We bite the apple.
7.- I Fly the kite.
She flies the kite.
You fly the kite.
8.- You steal money.
I steal money.
He steals money.

9.- I swim in a poo
He swims in a poc
They swim in a po
10- He throws the ba
They Trow the ba
We Throw the ba
11.- I take a notebook
He takes a notebo
We Take a notebo
12- I speak English and Sp
He speaks English and Spa
You speak English and Spani
13- I come to school on Satu
He comes to school on Satu
They come to school on Satu
14- I teach English.
He teaches English.
They teach English.
15.- I sleep on a mattres
He sleeps on a mattre
They sleep on a mattr

ove

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Estefana Parga July 31, 93

VERY GOOD!

If I could change three things in the world, what would they be and why.

1.- I would like to change the way the people live, because there they are many people especially special the children that the live in bad condition I would like to change.

2.- The war (guerra)

They fight for nothing.

I would like to change.

3.- The drugs (drogas)

because the drugs destroy many young people.

Well said, I think I would change these things ~~as~~ to

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 13,876
Of those served, how many received direct tutoring service? 348
How many hours of direct tutoring service did they receive? 975
How many new volunteer tutors were trained? 105
How many current volunteer tutors received additional training? 6
How many volunteer tutors (total) were involved? 125
How many non-tutor volunteers were recruited? 0
How many service hours were provided by non-tutors? 0
How many librarians were oriented to literacy methods, materials, and students? 6
How many trainers of tutors were trained? 5

Part III: PROJECT VIA NARRATIVE REPORT

1. COMPARISON OF ACTUAL ACCOMPLISHMENTS TO GOALS AND OBJECTIVES

Project VIA (Volunteers In Action), a collaborative program between the El Paso Public Library and the El Paso Community College, was designed to effectively provide basic literacy instruction to El Paso area residents and has succeeded in doing so as reflected significant increase in student hours provided by volunteers in one-to-one and small group tutoring in the graph shown. (graph 1.0) The joint project proposed to accomplish the following goals and objectives:

Goal I: To recruit and train 140 volunteer tutors to work with functionally illiterate adults in El Paso at the seven branch libraries equipped with adequate facilities utilizing EPCC's non-traditional, whole-language, Freirian approach to teaching literacy.

During the grant year Project VIA recruited and trained 105 volunteer tutors at a total of eight tutor training workshops. Seven workshops were conducted at seven different El Paso Public Library facilities and one workshop was held at the West Texas Community Supervision and Corrections Department Adult Probation Literacy Center. A ninth training workshop was scheduled for September 18, 1993 at the Armijo Branch, but was canceled for lack of participants. This final workshop was to be presented in completely Spanish in an attempt to recruit and train Spanish Literacy tutors.

The goal to train 140 volunteer tutors was not met due to a lack of interest and response by El Pasoans in certain areas of the city. It was originally estimated that an average of 20 volunteers would be recruited and trained at seven training workshops to be held throughout the El Paso Public Libraries system. In fact, an average of 13 volunteers attended each of the eight workshops held (105 volunteers/8 workshops). (Attachment 1: Volunteer Participation Logs)

The workshops were all publicized and promoted by El Paso Public Library personnel in the same manner through the public services announcements in the local media, the posting and

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distribution of flyers at the branch libraries, telephone calls to prospective tutors, presentations to community groups, and by verbal reminders to library patrons by library personnel. Unfortunately the residents of communities in some areas of the city responded better than others. (Table 1.0)

Table 1.0 PROJECT VIA WORKSHOPS

DATE	LOCATION	TUTORS
01/23/93	Clardy Fox Branch 79905	25
02/20/93	Westside Branch 79912	17
03/27/93	Ysleta Branch 79907	11
04/03/93	Richard Burges Branch 79924	9
05/29/93	Main Library 79901	11
06/26/93	Lower Valley Branch 79915	7
08/21/93	Irving Schwartz Branch 79936	15
09/03/93	Adult Probation Literacy Center 79915	10
09/18/93	Armijo Branch 79902	0
	TOTAL	105

Goal II: To develop a bibliography that reflects the bilingual/bicultural needs of the target population.

A committee composed of professional librarians, literacy personnel, and a volunteer tutor was formed during the grant year to review and peruse appropriate library materials for the development of a bibliography reflective of this bilingual/bicultural population. Committee members included four professional librarians: Beverly Bixler, Sahyly Martinez, Fernando Racelis, Ema Torres-Fitzpatrick; three Project VIA staff members: Martha A. Toscano, Elsa Miranda, John Galindo; two El Paso Community College Literacy Center facilitators: Celia Esparza and Cecilia Olan, and an experienced volunteer tutor, Evelyn Anchondo.

The committee met officially three times and discussed selections appropriate for the target population. It was determined by the committee that the works of local southwestern authors would be included in the bibliography. Examples include: *Chants* by Pat Mora, a collection of poetry about the beauty of the desert; *Borders* by Pat Mora, a collection of poetry which explores borders--political, cultural, social, and emotional--that divide people forming their individual identities and challenging the concept of society; *Selected Poems* by Ricardo Sanchez, a collection of *Chicano* poetry structured chronologically to document the agony of the poet's life struggles.

Perusal of children's literature revealed that many books contained adult themes, storylines and language suitable for literacy instruction. Children's literature is an important component of any culture's history. For adults who grew up without books, children's literature fills a void in their cultural history and provides them with insights into a new culture. When selecting appropriate children's literature the committee followed this criteria:

1. Are some or all of the book's important character's adults?
2. Is the books theme related to some aspect of the target populations life?
3. Does the book convey a concept integral to the culture?
4. Does the language reflect normal, spoken English?
5. Is the artwork creative and enjoyable to look at?
6. Are there obvious points of departure for writing activities?

Some of the children and juvenile books selected for adult literacy instruction included: a collection of bilingual fables by Harriet Rohmer, *Atariba and Niguayona, Cuna Song, The Headless Pirate, How We Came to the Fifth World, The Invisible Hunters, Land of Icy Death, The Legend of Food Mountain, Little Horse of Seven Colors, The Magic Boys, The Mighty God Viracocha, Mother Scorpion Country, Mr. Sugar Came to Town, Uncle Nacho's Hat.*

Carmen Lomas Garza's, *Family Pictures* is a perfect example of a bilingual children's book which can be used to promote critical discussion and critical thinking in adult literacy students and to encourage creative writing. English children's books selected included Robert Munsch's, *Love You Forever*, (our students' favorite) and Shel Silverstein's, *The Giving Tree, A Light in the Attic, Where* *the Sidewalk Ends.* For additional selections of suitable materials by the committee, refer to the attached bibliography. (Attachment 2: *Project VIA Bibliography*)

The committee also reviewed the adult literacy materials housed in the El Paso Public Library Literacy Center. The committee recommended to EPPL administration that similar separate literacy collections should be established at all the library branches. These collections were to include some children's books as listed in the volunteer tutor's handbook bibliography of suggested readings, survival skills materials, fiction high-low books (Tana Reiff Series), non-fiction books, bilingual books, citizenship and GED materials, Spanish/English dictionaries, and other materials which reflect the unique bilingual/bicultural background of our target population.

Goal III: To establish literacy collections at each of the eleven existing branch libraries to provide access to literacy-related materials to instructors and students throughout El Paso.

Literacy collections were established at each of the eleven existing branches with materials purchased with grant monies. Each branch received identical collections of adult literacy materials from materials chosen by the bibliography committee. These literacy collections were separated from main collection for easy access to adult literacy students and their tutors. The literacy collection was tagged with special stickers for easy identification. (Attachment 3: Sample Sticker)

The following is a listing of materials purchased with U.S. Department of Education Grant funds for Project VIA (Volunteers In Action) to establish Literacy Collections at each of the branch libraries in the El Paso Public Library System.

Audio Visual Materials:

Accent English for Spanish Speakers (4 cassettes, 144-p book, 42 visual-aid cards, and mirror) *How to Pronounce American English*, Audio Forum.
Brush Up English Video (book and cassette) *Survival English for Spanish Speakers*, Audio Forum.
Grammarchants (book and cassette) Carolyn Graham, Oxford Press.
Ingles en Tres Meses, Vol I: 8 cassettes and 75-p text, Audio Forum.
Ingles en Tres Meses, Vol II: 16 cassettes and 165-p text, Audio Forum.
Ingles en Tres Meses, Vol III: 16 cassettes and 194-p text, Audio Forum.

Jazz Chants (book and cassette) Carolyn Graham, Oxford Press.
Small Talk (book and 2 cassettes) Carolyn Graham, Oxford Press.
Survival English for Spanish Speakers (4 cassettes and book) Audio Forum.

Books:

Family Pictures, *Cuadros de Familia*, Carmen Lomas Garza, Children's Book Press.
Spanish Bilingual Dictionary, *A Beginner's Guide in Words and Pictures*, Gladys C. Lipton and Livia Munoz, Barron's Educational Series, Inc.

LifeTimes Series: Tana Reiff, Fearon Education. Curriculum Guide.
A Place for Everyone.
Family from Vietnam, The.
Mollie's Year.
So Long, Snowman.
A Time to Choose.
Juan and Lucy.
Shoplifting Game, The.

LifeTimes 2 Series: Tana Reiff, Fearon Education. Curriculum Guide.
Chicken by Che.
Door is Open, The.
Missing Piece, The.
Take Away Three.
Climbing the Wall.
Just for Today.
Play Money.

Hopes and Dreams Series: Tana Reiff, Fearon Education. Curriculum Guide.
A Different Home, The Cubans.
For Gold and Blood, The Chinese.
Little Italy, The Italians.
Nobody Knows, The Africans.
Old Ways, New Ways, The Eastern European Jews.
Push to the West, The Norwegians.
Boat People, The Vietnamese.
Hungry No More, The Irish.
Magic Paper, The Mexicans.
O Little Town, The Germans.

Hopes and Dreams 2: Tana Reiff, Fearon Education.
Fair Fields, The Filipinos.
Making Heaven, The Koreans.
Never So Good, The Jamaicans.
Sent Away, The Japanese.
Two Hearts, The Greeks.
Here and There, The Puerto Ricans.
Many Miles, The Arabs.
Next Life, The, The Indians.
Ties to the Past, The Poles.
Who is my Neighbor?, The Salvadorans.

Sign Language Series Books A-D, *A Survival Vocabulary*, Jim Richey, Janus Book Publishers. Curriculum Guides.
Banking Language.
Credit Language
Drugstore Language.
Job Application Language.
Restaurant Language.
Clothing Language.
Driver's Language.
Entertainment Language.
Medical Language.
Supermarket Language.

Goal IV: To publish a bi-monthly newsletter to be distributed to volunteer tutors and other

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literacy providers.

Project VIA was a partnership project between the El Paso Public Libraries and the El Paso Community College; therefore, it was determined at the onset of the project that a separate newsletter for Project VIA was neither cost-effective nor necessary. Instead, the El Paso Community College Literacy Education Action Program included all Project VIA information in their bi-monthly publication *LEA Today*. Copies of this newsletter were mailed to all Project VIA tutors and to literacy providers in El Paso County. (Attachment 4: *LEA Today*)

Goal V: To offer four tutor-enrichment seminars in an effort to allow tutors to share their experiences and concerns with fellow tutors.

Two tutor enrichment seminars were held throughout the grant year. The first enrichment seminar was held at the Clardy Fox Branch on March 10, 1993 with six participants in attendance. The second enrichment seminar was held at the Cielo Vista Branch on April 24, 1993 in the Association for Adults and Children with Learning Disabilities board room with only one participant in attendance. Subsequent tutor enrichment seminars were scheduled and canceled due to a lack of participants.

Arrangements for the scheduling and presentation of tutor enrichment seminars were made ahead of time including RSVP invitations to all Project VIA tutors and to adult education and literacy service providers the El Paso County. Responses to telephone inquiries of Project VIA volunteers, and tutors from outside agencies demonstrated a lack of interest in forming tutor support groups or in additional training.

Goal VI: To develop, publish and distribute tutor handbooks and publicity materials throughout the project year.

The Project VIA Tutor Training Handbook was developed, compiled, and published prior to the first tutor-training workshop held in January 1993. The handbook was developed in 1991 by Kay

Taggart, LEA Coordinator at the El Paso Community College. Project VIA personnel typeset, compiled and edited this edition for publication. Additional information was included in the handbook including reprints of a personal interview of Paulo Freire from a magazine article; book excerpts from Jonathan Kozol's *Illiterate America*, Paulo Freire's *Pedagogy of the Oppressed, The Politics of Education: Culture Power and Liberation*; and writings from professional journals concerning adult literacy education. Information about the sponsoring agencies, the El Paso Public Library Literacy Center and the El Paso Community College Literacy Education Action Program, was also included in the handbook. (Attachment 5: *Project VIA Tutor Training Handbook*)

Prior to every tutor-training workshop, 2,500 flyers were printed and distributed for posting at all El Paso Public Library facilities. Flyers were also mailed to adult education and literacy providers in El Paso County. (Attachment 6: Sample Flyer)

Goal VII: To assess and maintain adequate records of student progress, tutor hours and general follow-up services.

At every training workshop, volunteers are instructed on the importance of recordkeeping of student progress, tutor hours, and follow-up services. Monthly reports are required of volunteers to log hours of instruction and preparation for instruction. Tutors are mailed self-addressed, stamped, postcard-size, report forms at the end of the month to report these statistics. (Attachment 7: Tutor Report Form)

Student progress was measured qualitatively by the tutor. The El Paso Public Library does not have the personnel to assess student progress quantitatively with a standardized instrument; therefore, we relied heavily on the tutor's assessment of their students' progress through these reports and through periodic follow-up by Project VIA staff over the telephone.

Goal VIII: To recognize volunteer tutors and their students for outstanding service and progress in the battle against illiteracy at the end of the project year.

On Thursday September 23, 1993 during Literacy Week Celebrations, the El Paso Public Library and El Paso Literacy Coalition hosted a reception recognizing and honoring all the outstanding literacy providers in the El Paso Community. The reception was held at the Maud Sullivan Gallery of the Main Library from 5:30 pm to 7:30 pm. Invitations to the reception were mailed to all 105 Project VIA volunteers and their students as well as to all the representatives of the 75 Literacy and Adult Education service providers in El Paso County. (Attachment 8a: Sample Invitations)

Project VIA volunteer tutors in attendance were awarded certificates of appreciation by the Literacy Coordinator of the El Paso Public Library and the Project VIA Volunteer Coordinator. Individual success stories were shared with those in attendance. Those volunteers not present received their certificates in the mail. (Attachment 8b: Sample Certificate)

The reception was very successful because it not only served as a recognition for these special volunteers, but served to highlight and bring public awareness to the problem of illiteracy in the county of El Paso.

2. COMPARISON BETWEEN PROPOSED & ACTUAL EXPENDITURES BY BUDGET CATEGORY

PROPOSED EXPENDITURES

BUDGET INFORMATION FY 1991
LSCA VI - LIBRARY LITERACY PROGRAM

Line Item Budget by Category

	Federal LSCA	EPPL	EPCC
A. Salaries	15,340.00	12,121.75	18,975.09
B. Fringe Benefits	1,593.83	-0-	-0-
C. Travel (In-town)	500.00	-0-	-0-
D. Equipment	-0-	-0-	-0-
E. Supplies	800.00	400.00	400.00
F. Contractual Services	686.00	-0-	-0-
G. Library Materials	11,000.00	11,000.00	-0-
Technical Services	2,500.00	3,000.00	-0-
H. Other	2,580.17	-0-	-0-
I. Total Direct Charges	35,000.00	26,521.75	19,375.09
J. Total Indirect Charges	-0-	-0-	-0-

K. TOTAL PROJECT COSTS ———————————— $ 80,896.84

2. COMPARISON BETWEEN PROPOSED & ACTUAL EXPENDITURES BY BUDGET CATEGORY (continued)

ACTUAL EXPENDITURES (Final Performance Report 84.167)

BUDGET INFORMATION FY 1991
LSCA VI - LIBRARY LITERACY PROGRAM

Line Item Budget by Category

	Federal LSCA	EPPL	EPCC
A. Salaries	14,584.00	12,122.00	18,975.00
B. Fringe Benefits	1,283.00	-0-	-0-
C. Travel (In-town)	487.00	-0-	-0-
D. Equipment	-0-	-0-	-0-
E. Supplies	576.00	200.00	400.00
F. Contractual Services	686.00	-0-	-0-
G. Library Materials	10,996.00	11,000.00	-0-
Technical Services	2,500.00	3,000.00	-0-
H. Other	1,807.00	-0-	-0-
I. Total Direct Charges	32,919.00	26,522.00	19,375.00
J. Total Indirect Charges	-0-	-0-	-0-

K. TOTAL PROJECT COSTS——————————$ 78,814.00

3. SUMMARY OF ACTIVITIES UNDERTAKEN

Library materials were acquired with funds under the LSCA Title VI - CFDA No. 84.167 Grant # R167A20459 awarded to the El Paso Public Libraries for Project VIA to enhance the literacy collection located in the Library Literacy Center in the Clardy Fox Branch and to establish literacy Collections at each of the eleven EPPL facilities in El Paso County. Materials purchased included: Books, workbooks, bilingual dictionaries, cassette kits, videos.

Eight tutor-training workshops were presented during the grant year by the El Paso Public Library and El Paso Community College personnel associated with Project VIA and by grant-funded Project VIA personnel. The dates and locations of the training workshops are listed in table 1.0. All of the workshops were conducted in a similar manner. The following is a typical Project VIA tutor-training workshop agenda:

Project VIA Volunteer Tutor Training Workshop Agenda

9:00 AM Introduction: EPPL Literacy Coordinator welcomed participants and introduced Project VIA Tutor Training Workshop Facilitators . She gave an overview Project VIA goals and objectives. Literacy statistics for El Paso County were discussed and EPPL and EPCC representatives described their respective literacy programs.

Next, the EPPL Project VIA Volunteer Coordinator explained how the tutor/student placement would be determined according to information provided by volunteers in the volunteer intake forms distributed. She explained how the reporting system for logging student/tutor contact hours and progress would be recorded as she distributed stamped self-addressed postage card report forms. These postage card report forms would be mailed out monthly to volunteers for statistical reporting at the end of the year.

9:30 AM Ice Breaker Activity An EPCC Facilitator paired-off participants and instructed them to introduce their partner to the group and to comment on why they decided to participate in the volunteer training.

10:00 AM Myths and Realities of Illiteracy Cards with negative "labels" like *nitwit, lazy, dodo, bonehead, etc.* were distributed facedown to workshop participants. Participants were instructed to think of a skill in which they felt deficient, ie. sewing, cooking, math, etc. They wrote this deficiency on the back of the card placed in front of them. Next, participants were asked to hold their card up in such a way that the negative "label" was visible to their neighbor.

A chain drill was conducted, each neighbor was to repeat, *"(Name of person with card), I think you are a (negative label on card) because you cannot (deficient skill)".* Example: *"Joe, I think you are a moron because you cannot fix your own car."* or *"Maria I think you are a birdbrain because you cannot ride a bike.*

The facilitator then debriefed the participants explaining that these same negative "labels" are the labels applied to adult illiterates because they cannot read. Discussion was encouraged among participants and emphasis was placed on what the adult literacy student brings with him/her, their unique life experiences, their successes rather than their failures. Adult literacy students have accomplished much in their lives despite their one deficiency, an inability to read. The facilitator then advised tutors that they can use their students strengths as a base on which to build their curriculum for the enhancement of their students self-esteem and self-empowerment.

10:30 Fifteen Minute Break Refreshments were provided by Project VIA partners in education, McDonald's, Coca-Cola, Friends of the Library, El Paso Jaycees, Subway Sandwiches, and Dickshire Coors for the different workshops.

10:45 Natural Learning vs. Traditional Instruction An EPCC Facilitator introduced participants to the "Kingdom of Schwinndom", where all residents ride bikes. (It is the only form of transportation in Schwinndom.) Participants were instructed to pretend that they lived in the kingdom of Schwinndom and were divided into two opposing groups, the *"Coasters"* and the *"PrecisionPedalers"*.

Each group was given a package of information explaining their assigned philosophies of education. They were instructed to become familiar with their philosophy and to prepare a 5-minute summary of their teaching methodology.

After a presentation of the summaries, the groups were encouraged to defend their philosophy of education in a debate-style format. The groups then faced off and defended their assigned philosophies, while challenging each others positions. The Facilitator then debriefed the participants by relating their discussion to the traditional vs the natural way of learning.

Adult literacy students normally have failed under the traditional forms of instruction: drills, repetition, phonics, or memorization in isolation. This lead the discussion to Project VIA's non-traditional methodologies based on Freirian philosophy. This learner-centered approach is deeply contextual because learning to read and write flows from the discussion of themes of importance to the adult learner drawn from his/her own life experiences. Project VIA's whole language, learner-centered approach gives the student significant control over the direction of their educational experience.

11:45 AM Planning Lessons in Three Easy Steps A Facilitator briefly described and reviewed the Project VIA three-step lesson model composed of three main components: **1.) Critical Discussion** designed to promote self-esteem, to develop critical thinking skills, to develop oral language development, and to develop vocabulary leading to writing; **2.) Creative Writing and the Editing Process** using modeling, Language Experience Approach (if necessary), and independent writing; **3.) Relevant Reading** with a description of suggested materials.

12:00 noon to 1:00 PM Lunch Break (Brown Bag or on your own)

1:00 PM Critical Discussion Component A Facilitator familiarized participants with the biography of Paulo Friere and his work in Brazil with illiterate peasants. A video of a South American Literacy Program was viewed by participants in which typical illiterate students discuss the importance of

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reading for self-empowerment.

The facilitator then encouraged participants to discuss their current concerns with respect to their communities in an attempt to select a theme for discussion. (Seven times out of eight the group chose the topic of "gangs.")

The Facilitator acted as the tutor while the participants acted as a group of adult literacy students. The Facilitator/tutor posed deductive questions to encourage critical discussion among the "students" in the group. *"Why do young people join gangs?","How can we stop gang activity in our communities?", etc.* As the "students" offered his/her opinion to the remainder of the group, the Facilitator wrote selected key vocabulary words from the discussion on the blackboard. These words then became the participants vocabulary list to be used for word analysis.

During word analysis, the facilitator explained to the group how this vocabulary list could be used to start the student's personal dictionary. (Keys to pronunciation, phonetic composition, spelling, word patterns, synonyms, antonyms, and homonyms can be discussed at this time.) Participants were reminded that the vocabulary words were words selected from the discussion of a central theme of importance to the student.

Workshop participants were then given a sample lesson plan and a blank lesson plan and encouraged to develop their own open-ended deductive questions based on the chosen theme. These questions were then shared with the other participants.

2:00 PM Writing Opportunities The facilitator/tutor then offered her "class" the opportunity for creative writing explaining to the workshop participants that writing assignments must be creative, interesting, and relevant to the theme. The Facilitator explained the Language Experience Approach for use with students with no reading and writing abilities and reviewed different types of writing assignments.

Participants were divided into four groups and given a writing assignment. Group one was to write a letter to the editor, group two was to develop a poster, group three was to develop several bumper stickers and group four was to write a letter to their Congressman about the theme discussed. These written assignments were then shared with the workshop participants.

The Facilitator then introduced the participants to the value of journal writing as a supplemental writing activity for adult literacy students. Dialogue journals can be maintained by students and their tutors. In these journals, tutors pose questions of their students (similar to questions one writes in personal letters) to encourage informal writing. These journals must never be graded or corrected in an attempt to allow the student to discover his/her own progress as the learning process goes on.

3:30 PM Editing Processes The Facilitator demonstrated the editing process through modeling. A typical student writing based on the theme discussed is placed on the blackboard. The Facilitator played the part of the tutor while the workshop participants acted as the students. "Students" were encouraged to correct the errors in the composition by answering carefully posed questions by the tutor. For example, *"How do we begin new paragraphs?" "What belongs at the end of a sentence?"* "Can you think of another way to say this?" The tutor **NEVER** uses a red pen, crosses out words, or erases a students writings, instead the tutor **EDITS** the writing by circling incorrect words with a pencil, and writing the correct version above it, using a carat (^) mark to insert missing words, and underlining letters that should be capitalized and writing the capital letter above it.

During the editing process the tutor can provide instruction on the skills of paragraph indention, capitalization, punctuation, verb subject agreement, verb tenses, irregular verbs, word endings, prefixes, suffixes, etc. The regular use of the editing process will facilitate the teaching of correct grammar and usage.

4:30 PM Relevant Reading EPPL Facilitator reviewed with workshop participants the different types of environmental print that can be used for reading material related to themes discussed.

(Newspaper an magazine articles, letters to the editor, billboards, informational pamphlets, etc.) Examples of materials available for check-out through the El Paso Public Libraries are demonstrated and discussed and criteria for the selection of appropriate children's literature is discussed.

5:00 PM Closing The EPPL Literacy Coordinator thanked volunteers for their participation and asked that they complete an evaluation sheet to rate the workshop, facilitators, facilities, and materials. (Attachment 9: Sample Evaluation Sheets, three per workshop)

4. LIBRARY'S ROLE

The library's goal in the accomplishment of the goals set forth in the approved grant was instrumental. The El Paso Public Libraries served not only as resources for literacy materials or as sites for training and instruction, but the El Paso Public Libraries were directly involved in the implementation of the project from recruitment of volunteers, publicity of training workshops, development and publication of training workshop materials, placement and follow-up of tutors and theirs students, scheduling and preparation of training workshops, and participation in the actual workshops.

Branch managers and their staff helped to recruit both volunteers and students in their communities by launching a public awareness campaign in their communities, posting and distributing Project VIA flyers, and promoting participation in the training workshops. The Library Literacy Center served as the home-base for Project VIA activities. Preparation for all of the training workshops was coordinated out of this central location by the library's Literacy Coordinator. Project VIA staff members were responsible for the placement and follow-up of tutors and their students, participation in training workshops, dissemination of information and referrals though the Literacy Hotline, and preparations for training workshops including materials used.

5. AGENCIES AND ORGANIZATIONS INVOLVED

The primary organizations involved in the coordination and planning of Project VIA were the

El Paso Public Library and the El Paso Community College. The library's role was described in the previous section. The El Paso Community College Literacy Education Action Program provided the facilitators for the actual training workshops and developed the training workshop manual. Coordination was required between the two agencies for the scheduling and implementation of training workshops, this was accomplished by the El Paso Public Libraries' Literacy Coordinator, Martha A. Toscano.

In addition, several organizations served as partners in education by providing the materials and refreshments necessary to conduct the training workshops. McDonald's provided orange drinks, cups, napkins, sausage biscuits and hamburgers as refreshments for the workshops. Magnolia Coca-Cola provided soft drinks for some training workshops. Levi Strauss provided pencils for tutors. El Paso Community College provided pencils, pens, and notepads for tutors. The El Paso Visitors and Convention Bureau provided the plastic bags given to volunteer tutors for their tutor packets. Amigos de la Biblioteca Clardy Fox (Friends of the Library) donated soft drinks and candies for workshop participants. The El Paso Jaycees donated refreshments and served as volunteers in training workshops. Paragon Cable donated $80.00 used for materials pencils, pens, notepads given to volunteers at training workshops. Waldenbooks donated plastic bags used at the first training workshop. Subway Sandwiches donated sandwiches and Dickshire Coors donated refreshments for the Literacy Day Celebration on July 2, 1993 and for the Tutor Recognition Reception held on September 23, 1993 sponsored by the Library Literacy Center and Project VIA.

An estimated value of $1,000 of donations were given to the El Paso Public Library for Project VIA workshops and activities by these partners in education.

6. SITES AND FACILITIES USED FOR PROJECT

The El Paso Public Libraries served as the primary sites and locations used for implementation of the project. The central or most important site was the Library Literacy Center

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located in south-central El Paso in the Clardy Fox Branch Library, 200 Lisbon, El Paso TX 79905 (915) 779-2400. This is where coordination, planning, scheduling and preparation for tutor training workshops was conducted, as well as the recruitment, placement, and follow-up of tutors and their students. The Project VIA staff were housed at this location. The first tutor-training workshop was held at the Library Literacy Center.

Another seven training workshops were held at seven other EPPL facilities as reflected in table 1.1.

Table 1.1 Project VIA Sites

EPPL Library Branch	Address	Zip Code	Telephone
Clardy Fox Library	200 Lisbon	El Paso, TX 79905	(915) 772-0501
Westside Library	125 Belvidere	El Paso, TX 79912	(915) 581-2024
Ysleta Library	9301 Alameda	El Paso, TX 79907	(915) 858-0905
Richard Burges Library	9300 Diana	El Paso, TX 79924	(915) 755-4219
Main Library	501 N. Oregon	El Paso, TX 79901	(915) 543-5433
Lower Valley Library	7915 San Jose Rd.	El Paso, TX 79915	(915) 591-3391
Irving Scwhartz Library	1865 Dean Martin	El Paso, TX 79936	(915) 857-0594

An eighth training workshop was held at the West Texas Community Supervision and Corrections Department Adult Probation Literacy Center located at 7580 Alameda Bldg. 1, Suite 3, El Paso, TX 79915, (915) 778-0365. This training workshop served as staff-development training for personnel working as service providers.

The ninth training workshop scheduled for the Armijo Branch Library located at 710 E. 7th, El Paso, TX 79901, (915) 541-4877, was cancelled for lack of participants. This library is located in El Paso's lowest socio-economic area, the south-central downtown area where survival is the number one priority.

8. IMPACT OF PROJECT ON ONGOING PROGRAM

The impact of the project on the El Paso Public Libraries ongoing literacy program was a substantial one. The services and student hours provided by volunteers rose dramatically during the program year as reflected in table 1.2. In fiscal year 1991-92, volunteers provided 148.5 hours of direct student contact instructional hours. With the implementation of Project VIA, total volunteer tutored student hours increased to 975 hours. (Total reflects student hours recorded October 1992 through September 1993.)

Public awareness and publicity generated through Project VIA also reflects an increase in the number of telephone calls received by the Library Literacy Center's Literacy Hotline. In fiscal year 1991-92, the Literacy Hotline recorded receiving 5,131 telephone calls. In FY 1992-93 the Library Literacy Hotline recorded receiving 5,965 telephone calls, an increase of 834 calls. (graph 1.1) Total information and referrals questions (reference questions) answered increased dramatically. This total includes telephone questions and in-person reference questions answered by Project VIA and Library Literacy Center staff. During fiscal year 1991-92 the reference questions answered totaled 11,754 in comparison to 15,236 reference questions answered in fiscal year 1992-93. (graph 1.2) Project VIA also had a significant impact on the number of visitors to the Library Literacy Center for fiscal year 1992-93. The Library Literacy Center houses the largest collection of adult literacy and educational materials in the El Paso County. Through the publicity and public awareness received this year as a result of Project VIA tutor training workshops, the number of visitors increased by 3,928 visitors. During fiscal year 1991-92, the Literacy Center received 9,948 visitors in comparison to 13,876 visitors during fiscal year 1992-93. (graph 1.3)

The table below reflects the increase in services provided as a direct result of the funding of Project VIA by the Department of Education. (table 1.2):

Table 1.2 Project Impact

CATEGORY	FY 91-92	FY 92-93	% Increased
Volunteer Tutored (Student Hours)	148.5 hours	975.0 hours	556 %
Literacy Hotline	5,131 calls	5,965 calls	16 %
Reference Questions	11,754 questions	15,236 questions	30 %
Visitors	9,948 visitors	13,876 visitors	21 %

Even though the funding of Project VIA ended in September 1993, the effects of this project will continue to be reflected in the number of direct student contact hours provided by volunteers. Many of the volunteers trained have yet to begin the actual tutoring of literacy students.

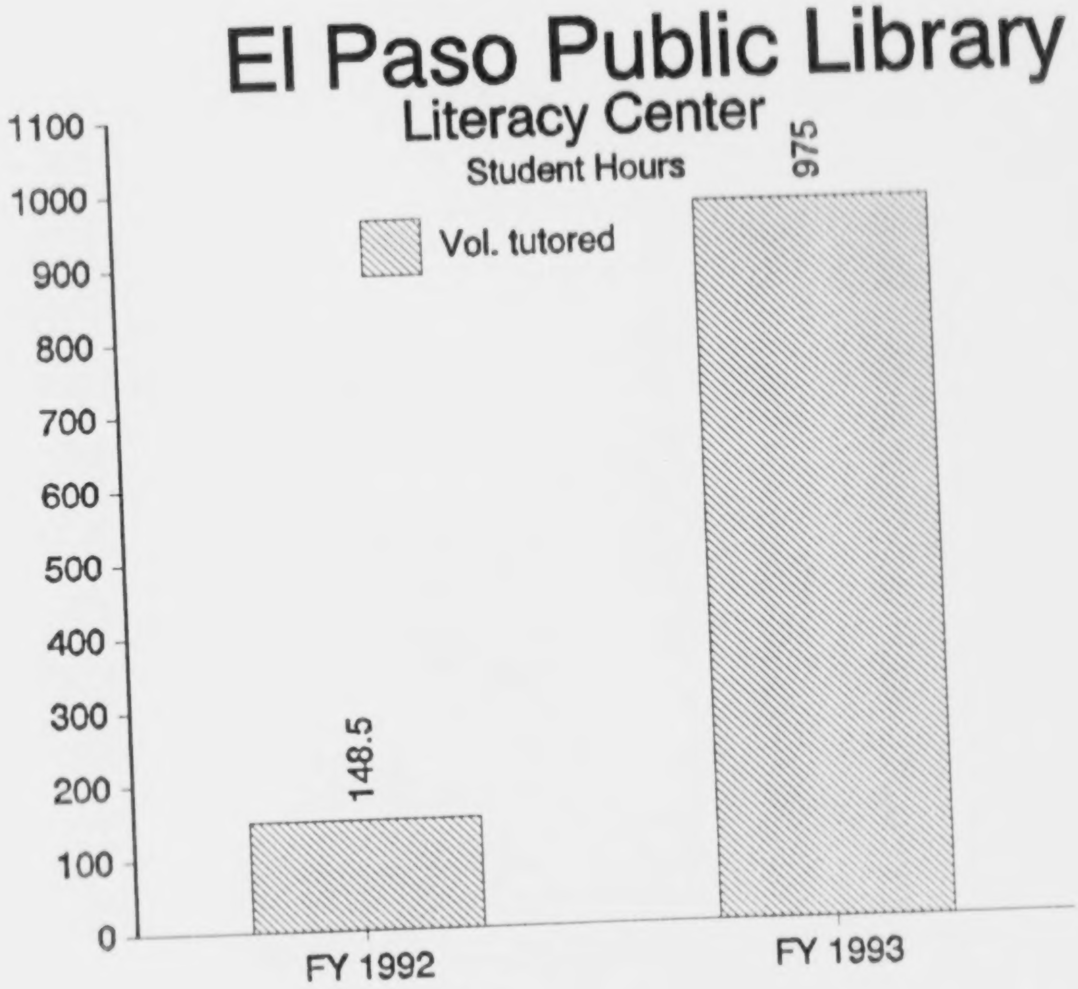
Classes have been offered at library branches with the help of volunteer tutors. In the Ysleta Branch Library located in El Paso's Lower Valley, Mr. Jaime Perez taught a group of twenty-five students English as a Second Language from. Anthony Fraga, another volunteer tutor worked with a pair of dyslexic twins teaching them basic literacy, reading and writing, with the use of an intensive phonics curriculum at the Lower Valley Branch Library. Beatriz and John Eger began a Saturday class at the Armijo Branch helping approximately 20 low income students to learn English. Bessie Evans and Paul Romer are teaching English classes in local Popular Department Stores to eight maintenance workers at two locations. These students are interested in improving their English and literacy skills to advance in their jobs. This is the Library's first venture in workplace literacy with volunteers to provide instruction at the actual worksite.

Success stories of tutors and students working one-on-one are numerous. Students are placed with a volunteer at a public library branch and their progress is recorded by the tutor in their monthly reports to Project VIA staff. The El Paso Public Library Literacy Center and Project VIA are perfect examples of how a non-profit, community-based program can provide much needed services to a disadvantaged population with minimum staff and expenditures.

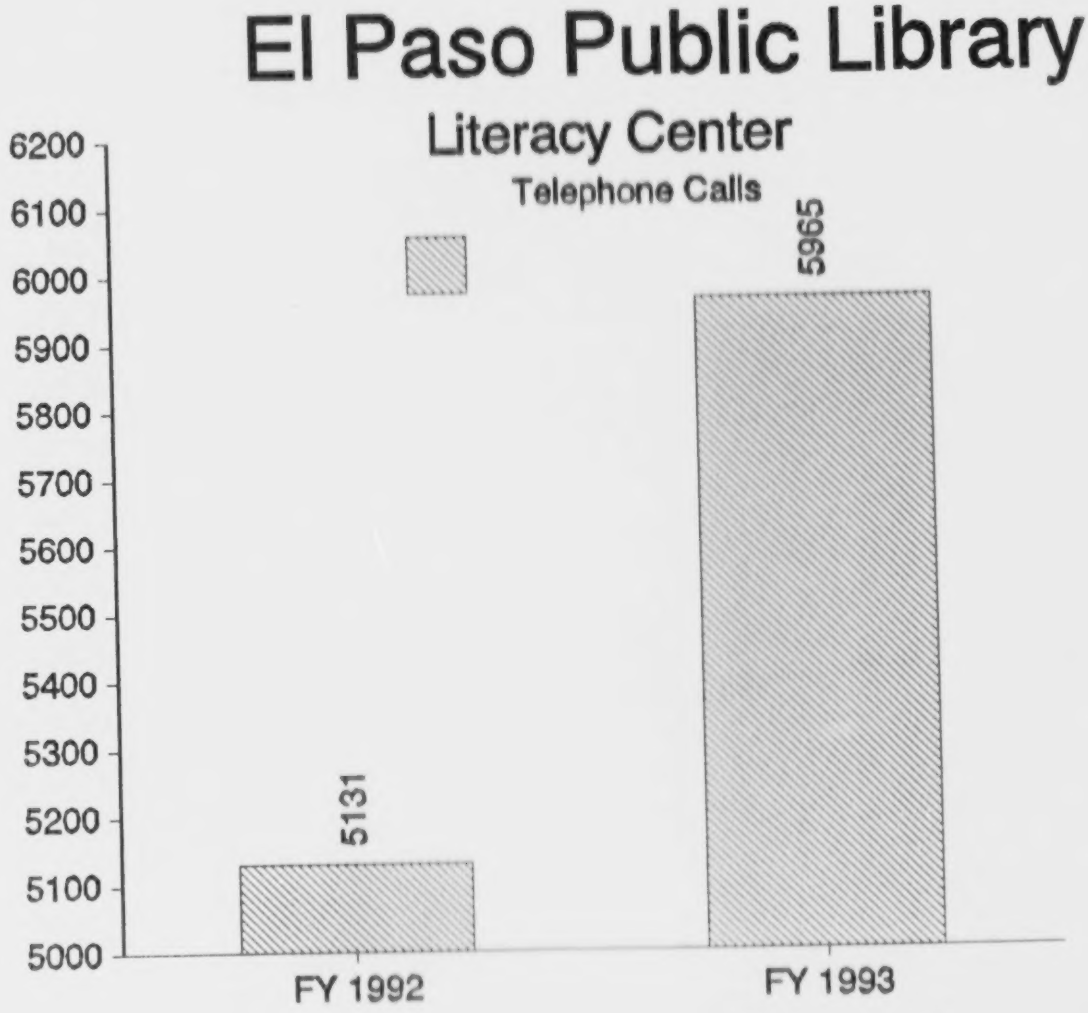
PROJECT VIA NARRATIVE REPORT

Graphs 1.0-1.3

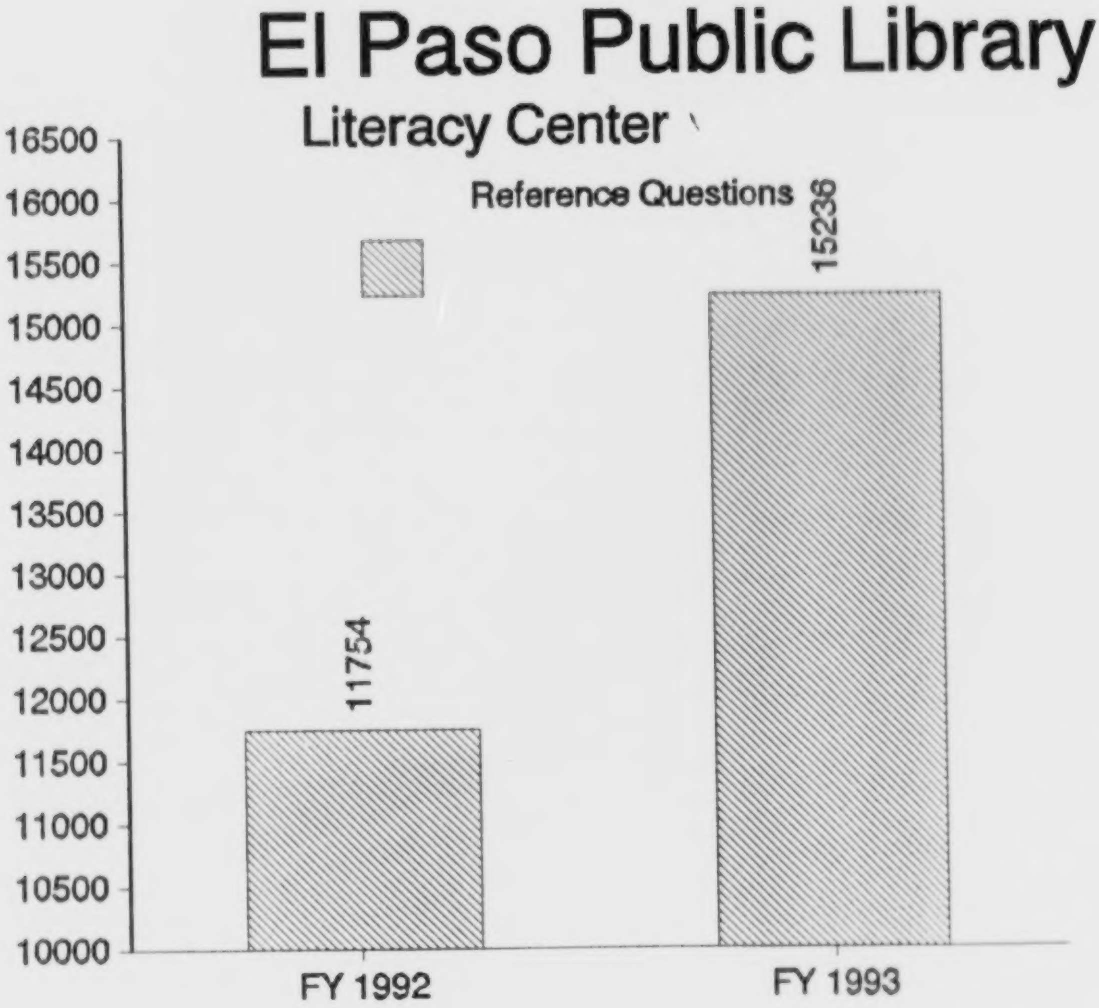
PROJECT VIA NARRATIVE REPORT
GRAPH 1.0



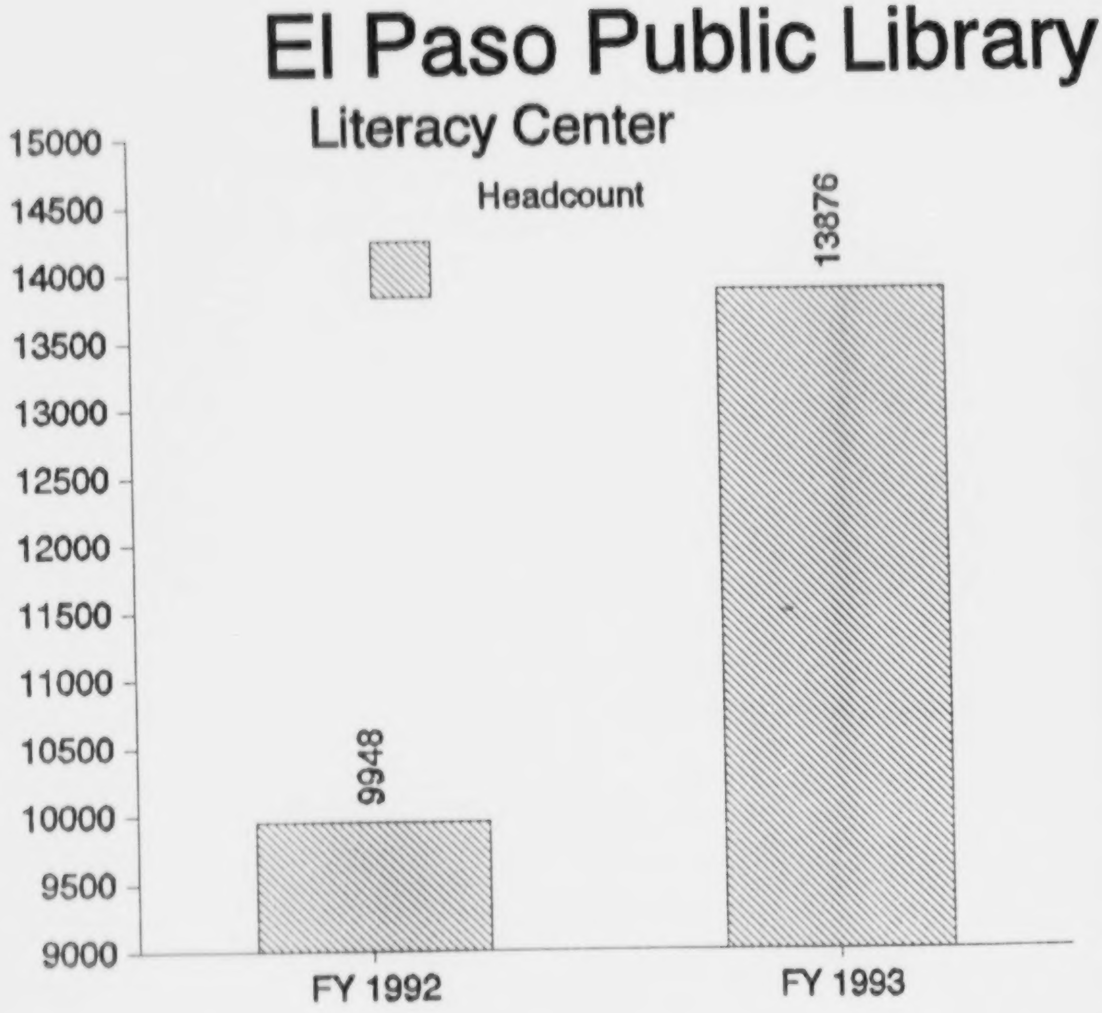
PROJECT VIA NARRATIVE REPORT
GRAPH 1.1



PROJECT VIA NARRATIVE REPORT
GRAPH 1.2



PROJECT VIA NARRATIVE REPORT
GRAPH 1.3



PROJECT VIA
NARRATIVE REPORT

Attachments 1-9

Attachment 2: Bibliography

PROJECT VIA
BIBLIOGRAPHY

Project VIA Bibliography

A committee composed of professional librarians, literacy personnel, and a volunteer tutor was formed during the grant year to review and peruse appropriate library materials for the development of a bibliography reflective of this bilingual/bicultural population. Committee members included four professional librarians: Beverly Bixler, Sahyly Martinez, Fernando Racelis, Ema Torres-Fitzpatrick; three Project VIA staff members: Martha A. Toscano, Elsa Miranda, John Galindo; two El Paso Community College Literacy Center facilitators: Celia Esparza and Cecilia Olan, and an experienced volunteer tutor, Evelyn Anchondo.

The committee met officially three times and discussed selections appropriate for the target population. It was determined by the committee that the works of local southwestern authors, appropriate children's picture books, audio visual materiala and adult literacy materials would be included in the bibliography.

Suggested Southwestern Author's Books

Anzaldua, Gloria. BORDERLANDS: LA FRONTERA. Aunt Lute Books, 1987.

Davis, Marilyn P. MEXICAN VOICES/AMERICAN DREAMS. Henry Holt and Company, 1990.

Medina, Ruben. AMOR DE LEJOS...FOOLS LOVE. Arte Publico Press, 1986.

Mora, Pat. A BIRTHDAY BASKET FOR TIA. Macmillan International, 1992.

Mora, Pat. BORDERS. Arte Publico Press, 1986.

Mora, Pat. CHANTS. Arte Publico Press, 1985.

Mora, Pat. COMMUNION. Arte Publico Press, 1991.

Mora, Pat. NESPANTLA: ESSAYS FROM THE LAND IN THE MIDDLE. University of New Mexico Press, 1993

Pinero, Miguel. OUTRAGEOUS ONE ACT PLAYS. Arte Publico Press, 1986.

Sanchez, Ricardo. AMSTERDAM CANTOS Y POEMAS PISTOS. Austin: Place of Herons, 1983.

Sanchez, Ricardo. ANIMALES. Libros Dictados FHER, 1983.

Sanchez, Ricardo. CANTO Y GRITO A MI LIBERACION. Anchor Press, 1973.

Sanchez, Ricardo. LOS CUATRO. Barrio Publications, 1970.

Sanchez, Ricardo. SELECTED POEMS. Arte Publico Press, 1985.

Urrea, Luis Alberto. ACROSS THE WIRE. Anchor Books, 1993.

Suggested Chlidren's Picture Books for Adult Literacy

Aardema, Verna. BORREGUITA AND THE COYOTE. Knopf, 1991.

Aardema, Verna. PEDRO AND THE PADRE. Dial, 1991.

Ada, Alma Flor. GOLD COIN. Atheneum, 1991.

Argueta, Manlio. MAGIC DOGS OF THE VOLCANOES. Childrens Book Press, 1990

ARROZ CON LECHE: POPULAR SONG & RHYMES FROM LATIN AMERICA. Scholastic, 1989. (Bilingual)

Barbot, Daniel. A BICYCLE FOR ROSAURA. Kane/Miller, 1991.

Behrens, June. FIESTA: CINCO DE MAYO. Children's Press, 1978.

Belpre, Pura. PEREZ AND MARTINA. Viking, 1991.

Blanco, Alberto. THE DESERT MERMAID. Childrens Book Press, 1992. (Bilingual)

Brown, Tricia. HELLO AMIGOS! HOLT, 1986.

Cruz, Alejandro. THE WOMAN WHO OOUTSHONE THE SUN. Childrens Book Press, 1992. (Bilingual)

DePaola, Tomi. THE LADY OF GUADALUPE. Holiday House, 1980.

De Sauza, James. BROTHER ANANSI AND THE CATTLE RANCH. Childrens Book Press, 1989.

Dorros, Arthur. ABUELA. Dutton, 1991.

Ehlert, Lois. MOON ROPE / UN LAZO A LA LUNA. Harcourt Brace Jovanovich, 1992. (Bilingual)

Garcia, Maria. ADVENTURES OF CONNIE AND DIEGO. Childrens Book Press, 1978. (Bilingual)

Garcia, Richard. MY AUNT OTILIA'S SPIRITS. Childrens Book

Press, 1978. (Bilingual)

Hancock, Sibyl. ESTEBAN AND THE GHOST. Dial, 1983.

Haseley, Dennis. GHOST CATCHER. Harper, 1991.

Hayes, Joe. LA LLORONA. Cinco Punto Press, 1987. (Bilingual)

Hayes, Joe. NO WAY, JOSE. Trails West, 1986. (Bilingual)

Hulbert, Jay. ARMANDO ASKED "WHY?" Raintree, 1990.

Lattimore, Deborah. THE FLAME OF PEACE: A TALE OF THE AZTECS. Harper, 1987.

Lomas Garza, Carmen L. FAMILY PICTURES. Childrens Book Press, 1990. (Bilingual)

McDermott, Gerald. PAPAGAYO THE MISCHIEF MAKER. HBJ, 1992.

Modesitt, Jeanne. SOMETIMES I FEEL LIKE A MOUSE. Scholastic, 1992.

Pomerantz, Charlotee. THE TAMARINDO PUPPY AND OTHER POEMS. Greenwillow, 1980.

Roe, Eileen. CON MI HERMANO. Bradbury, 1991.

Rohmer, Harriet. ATARIBA AND NIGUAYONA. Childrens Book Press, 1976. (Bilingual)

Rohmer, Harriet. CUNA SONG. Childrens Book Press, 1976. (Bilingual)

Rohmer, Harriet. THE HEADLESS PIRATE. Childrens Book Press, 1976. (Bilingual)

Rohmer, Harriet. HOW WE CAME TO THE FIFTH WORLD. Childrens Book Press, 1976. (Bilingual)

Rohmer, Harriet. THE INVISIBLE HUNTERS. Childrens Book Press, 1987. (Bilingual)

Rohmer, Harriet. LAND OF THE ICY DEATH. Childrens Book Press, 1976. (Bilingual)

Rohmer, Harriet. THE LEGEND OF FOOD MOUNTAIN. Childrens Book Press, 1982. (Bilingual)

Rohmer, Harriet. LITTLE HORSE OF SEVEN COLORS. Childrens Book

Press, 1976. (Bilingual)

Rohmer, Harriet. THE MAGIC BOYS. Childrens Book Press, 1975. (Bilingual)

Rohmer, Harriet. THE MIGHTY GOD VIRACOCHA. Childrens Book Press, 1976. (Bilingual)

Rohmer, Harriet. MOTHER SCORPION COUNTRY. Childrens Book Press, 1987. (Bilingual)

Rohmer, Harriet. MR. SUGAR CAME TO TOWN. Childrens Book Press, 1989. (Bilingual)

Rohmer, Harriet. UNCLE NACHO'S HAT. Childrens Book Press, 1989. (Bilingual)

Stanek, Muriel. I SPEAK ENGLISH FOR MY MOM. Whitman, 1989.

Shulevitz, Uri, THE TREASURE. Farrar Straus Giroux, 1986. (Available in Spanish)

TORTILLITAS PARA MAMA AND OTHER SPANISH NURSERY RHYMES. Holt. 1981. (Bilingual)

Volkmer, Jane. SONG OF CHIRIMIA. Carolrhoda, 1990. (Bilingual)

Wisniewski, David, RAIN PLAYER. Clarion, 1991. (Bilingual)

Suggested Spanish Literacy Materials

Fauteux, Danielle. PALABRAS DE LUCHA Y ALEGRÍA. New Readers Press, 1990.

Garcia, Maria Mercedes & Peña, Maria del Rosario. ESPAÑOL COMMUNICATIVO. Editorial Norma, S.A.

Suggested Audio Visual Materials

Accent English for Spanish Speakers (4 cassettes, 144-p book, 42 visual-aid cards, and mirror) *How to Pronounce American English*, Audio Forum, 1987.

Brush Up English Video (book and cassette) *Survival English for Spanish Speakers*, Audio Forum, 1987.

Grammarchants (book and cassette) Carolyn Graham, Oxford Press, 1986.

Ingles en Tres Meses, Vol I: 8 cassettes and 75-p text, Audio

Forum, 1977.

Ingles en Tres Meses, Vol II: 16 cassettes and 165-p text, Audio Forum, 1977.

Ingles en Tres Meses, Vol III: 16 cassettes and 194-p text, Audio Forum, 1977.

Jazz Chants (book and cassette) Carolyn Graham, Oxford Press, 1978.

Small Talk (book and 2 cassettes) Carolyn Graham, Oxford Press. 1986.

Survival English for Spanish Speakers (4 cassettes and book) Audio Forum, 1985.

Suggested Adult Literacy Books:

Spanish Bilingual Dictionary, *A Beginner's Guide In Words and Pictures*, Gladys C. Lipton and Livia Munoz, Barron's Educational Series, Inc, 1975.

LifeTimes Series: Tana Reiff, Fearon Education, 1989

Curriculum Guide.

A Place for Everyone.

A Time to Choose.

Family from Vietnam, The.

Juan and Lucy.

Mollie's Year.

Shoplifting Game, The.

So Long, Snowman.

LifeTimes 2 Series: Tana Reiff, Fearon Education, 1989.

Curriculum Guide

Chicken by Che.

Climbing the Wall.

Door is Open, The.

Just for Today.

Missing Piece, The.

Play Money.

Take Away Three.

Hopes and Dreams Series: Tana Reiff, Fearon Education, 1993.

Curriculum Guide.

A Different Home, The Cubans.

Boat People, The Vietnamese.

For Gold and Blood, The Chinese.

Hungry No More, The Irish.

Little Italy, The Italians.

Magic Paper, The Mexicans.

Nobody Knows, The Africans.

O Little Town, The Germans.

Old Ways, New Ways, The Eastern European Jews.

Push to the West, The Norwegians.

Hopes and Dreams 2: Tana Reiff, Fearon Education, 1993.

Fair Fields, The Filipinos.

Here and There, The Puerto Ricans.

Making Heaven, The Koreans.

Many Miles, The Arabs.

Never So Good, The Jamaicans.

Next Life, The Indians.

Sent Away, The Japanese.

Ties to the Past, The Poles.

Two Hearts, The Greeks.

Who is my Neighbor?, The Salvadorans.

Sign Language Series Books A-D, *A Survival Vocabulary*, Jim Richey, Janus Book Publishers, 1976.

Curriculum Guides.

Banking Language.

Clothing Language.

Credit Language

Driver's Language.

Drugstore Language.

Entertainment Language.

Job Application Language.

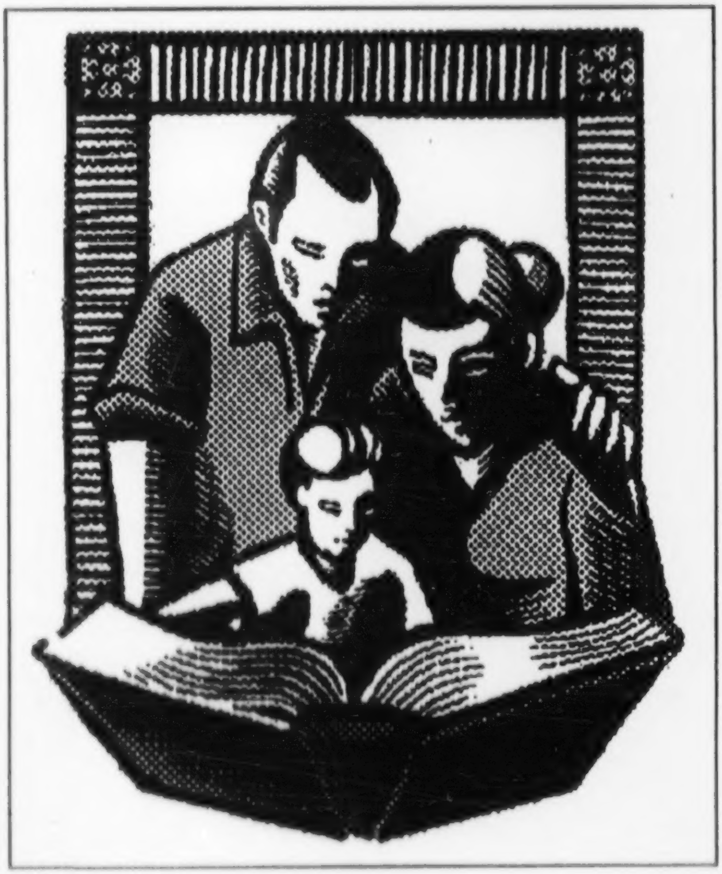
Medical Language.

Restaurant Language.

Supermarket Language.

Attachment 3: Sticker

PROJECT VIA
LITERACY COLLECTION BOOK LABELS



LITERACY COLLECTION BOOK LABEL STICKERS

DESIGN BY ANTONIO PINA © 1990

Books in the El Paso Public Library System located at all branches are labeled with these gold LITE stickers for quick retrieval and easy access for library patrons. (LITE means Literacy Collection for cataloging and ordering.) As projected in the grant proposal, separate literacy collections have been established at all eleven EPPL facilities.

Attachment 4: Newsletter sample

PROJECT VIA
NEWSLETTER SAMPLE

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LEA TODAY

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LITERACY EDUCATION ACTION

Vol. 2 No. 3 1115 N. Oregon El Paso, Texas January-March 1993

FACE TO FACE: INTERVIEW WITH LINA FRESCAS-DOBBS

The secret of success is "learning to be positive...especially in a very negative world...to be a positive thinker and not be a victim." This is the philosophy of Lina Frescas-Dobbs, Vice-President for Community Development for the Greater El Paso Chamber of Commerce.

She also believes a "victim mentality" is present when someone is illiterate. "Illiteracy ... makes people feel like victims." It is not until they "learn to read that they then learn they are in charge of their life."

The oldest of seven children, Frescas-Dobbs learned at an early age the importance of education and positive thinking. "When I was in the fifth grade, I knew that I wanted to go to college. I knew that we were poor, so if I went, it would have to be on a scholarship. So from that point on I did my best..."

And her best made her Thomas Jefferson High School's valedictorian in 1976 with twelve scholarship offers. Among them were Princeton, Yale, Columbia, Stanford, and Harvard. Frescas-Dobbs chose Harvard and by June 1980 she was a graduate with a B.A. in economics.

"My mother and my high school counselor, Mr. Ferguson, were very encouraging. I was very scared. I had never been away from home and my father told me I couldn't go because I was a woman. But my mom said, 'You're going!'"

In 1980 Frescas-Dobbs began working for the El Paso Housing Authority. Five years later her growing interest in literacy drew her to the El Paso Literacy Coalition where she served as coordinator for two years: 1987, 1988. As coordinator, she did mini grants for the city of El Paso, the library, community college, PIC, and for the EPISD.

Her experience as coordinator helped her to see "that the cities that had been the most successful in addressing illiteracy were those cities that had a very strong connection between government and the private sector and the grassroots community sector.

"I got involved in politics because of my involvement in literacy." Frescas-Dobbs ran for county commissioner for the West side in 1990. Although she lost, by December of 1990 she became the district director for State Senator Peggy Rosson.

"Senator Rosson is a very good woman role model. She is a trailblazer for women. I learned a lot from her. In fact she taught me that politics is the art of compromise, compromise. It doesn't matter where you go....what you do...you have to deal with politics."

(continued on page 3)

CECY'S CORNER

I would like to welcome two new people to our staff: Andrés Muro and Pat Villa. Andrés Muro will serve as the coordinator for the new Success Through Transitional English Programs (STEP) and Pat Villa as the Instructional Facilitator for the new Hearing Impaired Program. For more information about our new programs, please read the articles on pages 7 and 8.

I am also pleased to inform you that our volunteer training workshops with the El Paso Public Library Literacy Center have been a success. Martha Toscano, El Paso Public Library Literacy Center Coordinator, and her staff have done a great job, and we've had a good turnout at every session.

Our interview with Lina Frescas-Dobbs, Vice-President for Community Development for the Greater El Paso Chamber of Commerce, was interesting and exciting. She is a fascinating person who seemed very in tune with the illiteracy problem. Patty and I hope you enjoy the interview.

Finally, let me remind you that our summer session will begin on June 7. Prospective students wanting to register for the summer session should come to our office at 1115 N. Oregon and register now.

Editor Cecy

LITERACY HOTLINE: 779-2400

SPONSOR: El Paso
Public Library
Literacy Center

ANITA BLANCO

OUTSTANDING TUTOR

TUTOR RECOGNITION CORNER

ANITA BLANCO

Anita Blanco has been a volunteer tutor for EPCC Literacy Education Action for two years. Ms. Blanco is a part-time student at El Paso Community College and a homemaker. She became involved in literacy because "as far back as I can remember I have always loved to read," she said. Reading brought "adventure, mystery and knowledge into my life." When Blanco became aware of the statistics on illiteracy here in El Paso, it was hard for her to believe the problem was so great. After some research she decided to get involved. "Maybe if I could teach just one person to read, it could make a difference."

Blanco feels that the look of surprise and/or amazement on the face of a student when s/he realizes that s/he figured out a difficult word or read a sentence on her/his own is the most gratifying thing about tutoring. Her hobbies are reading, gardening and traveling.

LEA thanks Anita Blanco for the time and effort she has contributed to our program.

FRESCAS-DOBBS

(continued from page 1)

Frescas-Dobbs felt she learned a lot about state government while serving as district director. "Most importantly it taught me a lot about El Paso in relation to state government. State government serves the entire state. A lot of times we don't make ourselves heard...our needs known. We don't go to the State as we should like the rest of Texas does."

In addition to being a wife and mother of two children, she is in her second year as the Community Development Vice President for the Greater El Paso Chamber of Commerce. "My most important job (as vice president) is trying to bring together the resources of the community for a better and more efficient use and to serve the community."

She is currently responsible for the administration of the Community Development Council which includes the Business Committee for the Arts, Leadership El Paso, the Greater El Paso Housing Development Corp, Tax Increment Finance Committee and the Chamber's Business Plan Committee. Her job also involves strategic planning, implementing goals and objectives, and recruiting key volunteer leaders and business participation.

Frescas-Dobbs is also a board member of numerous organizations and continues to participate with other community involvement associations.

Literacy and education, however, remain her strong interests. She believes Plato said it best when he said, "Ignorance is the cause of most of men's misery. And if ignorance is the cause, education is the answer."

"I really believe that. I believe that in every area of our life. Almost every human problem can be solved by education. The more we as a community learn and understand that, then the closer we'll be to realizing our potential...that El Paso is a great community.

"The printed word is what connects us. Newspapers to me are the thread that weaves this community together...It is very important that we as citizens read the newspaper every day."

"Every halloween for the last ten years, we have given books for Halloween instead of candies. Kids...love it.

Frescas-Dobbs takes these beliefs home with her as well. "I've learned that our children do as well in school is directly proportional to the time we invest in them at home. A parent is the most important teacher and the longest lasting teacher a child will ever have. So my advice to parents is to instill a love of books...and it's through example that we do it best."

She believes there are a lot of things that parents can do to make learning fun that are non-traditional. For example, "Every Halloween for the last ten years, we have given books for Halloween instead of candies. Kids know it's the house where they give books, and it's funny because kids come back. We'll tell them 'I already gave you books,' and (continued page 4)

FRESCAS-DOBBS

(continued from page 3)

they'll say, 'No you didn't.' You'll look in their bag and there are the books. They love it."

When asked what kinds of books she prefers to read her answer was self-help books. Her favorite author is Norman Vincent Peale, and her favorite book as a child was *Black Beauty*.

"I'm reading three books right now: Gloria Steinem's *Revolution From Within*, *Latinos* by Earl Shorris and David Montejano's *Anglos in the Making of Texas*.

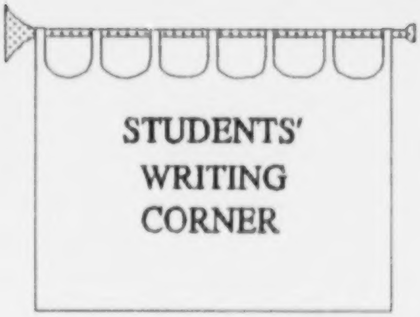
As a citizen, she believes that people should stay informed and on top of what is happening in this community. "The bottom line is we have to read (the newspaper). We have to read every day. It's part of our responsibility to the community...to keep that sense of community and to keep our community strong."

Ten years from now Frescas-Dobbs hopes she is still working for her community. She'd like to run for public office again. "It's part of my lifelong commitment to serving my community.

"As a border region I don't think that the resources and the emphasis has been placed on education like it should. It is not until we raise the educational attainment level of our people that we are going to feel better about ourselves." She believes El Paso cannot have true economic development until illiteracy is addressed.

By Patty Ayón Clark and Cecy Olan

LITERACY HOTLINE: 799-2400



STUDENTS' WRITING CORNER

Below are essays, poems, etc., written by LEA students taking Spanish, Bilingual and English classes with the Literacy Program.

LIBERTAD DE EXPRESION

Todos nosotros tenemos derecho a expresar nuestras opiniones. Porque si somos trabajadores y honrados, merecemos respeto. Respetando a los demás, nos respetarán también a nosotros. Si estudiamos, conoceremos nuestros derechos y progresaremos. Debemos prepararnos mejor y dedicarle más tiempo al estudio para sabernos defender. Conocer nuestros derechos es muy importante, para así poder ser nosotros parte de un mundo mejor.

By Petra García, Teresa Powell, María Rivera, Rosie Gonzalez and Estela Hernandez

CHOLERA

Yo recomendaría a mis hijos, que ellos wash the hands. Especially después de ir al restroom. Yo les diría que no coman fruits sin wash. También les diría do not eat comidas callejeras. Otra cosa que yo les diría no coman pescados o mariscos, pero si los

comen, asegurensé que esten bien cooked.

By the Tuesday & Thursday, 9:00 A.M. bilingual class

ARBOL DE LA CALLE MILLS

El árbol histórico
que año con año estaba
junto con sus ramas y sus hojas,
murió.
El viento cruel se las llevó.

El árbol junto con su hermosa placa
que con ella se quedó.
Como nosotros, con sus raíces en la tierra,
quedó.

Acompañado de su historia
junto con su tronco, se secó.

Bajo su histórica placa
que solo se quedó.

Que bonito es descubrir la historia
del árbol, la historia que yo aprendí.

Porque de tanto pasar y pasar
sin saber lo que escondía su placa
yo no me daba cuenta que tenía
su historia.

Qué triste se ve! Seco, sin esperanza.

Yo me dí cuenta de tu historia,
árbol triste, por que me vine a la escuela.

Qué bonito es descubrir lo que
no conocemos!

Hoy estas abatido bajo el cielo
de Agosto...

Pero un día fuiste joven, alegre
y verde.

By María Arellanes

MADUREZ

Cuando tenía 23 años me sentía una mujer bastante madura. Pensé, cuando llegue a los 50 años voy andar arrastrando los pies; y a empezar con mis enfermedades de anciana.

Toda mujer joven tiene miedo de llegar a los 50 años. El motivo es que me van a salir muchas canas, las arrugas en la cara, y mis pasos seran mas débiles. En fin, otras tantas cosas mas. El miedo de llegar a los 50 años es no poder llegar a ver a sus nietos y disfrutar de ellos. Pero que equivocadas estamos.

Envejecer a los 50 años es empezar una nueva etapa de nuestra vida. Hay mas animos de vivir y disfrutar de todo lo que nos rodea en la vida. Darle ganas al estudio, tener una dieta adecuada para nuestra salud y vestir como una persona que se ve mejor. Más joven, más fresca, hacer ejercicios, tener un trabajo, poderse enamorar con mas libertad del novio o esposo. Una persona cuando llega a los 50 años, tenemos más deseos de vivir se nos antoja hacer mas cosas de las que no hicimos de jovenes. Pensamos en ser cantantes, a otras les da por acercarse mas a Dios, o tener una carrera. No es tarde para hacer todo esto a la edad de 50 años.

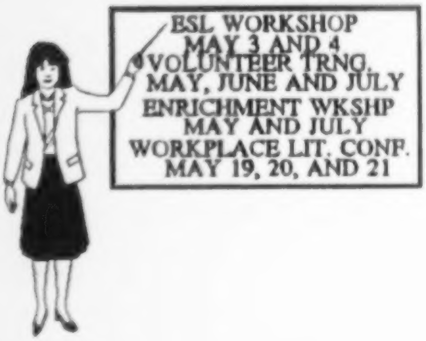
Tenemos mas conocimiento, más madurez, y más libertad porque nuestros hijos ya crecieron ya dimos una parte de nuestra vida. Ahora nos toca empezar una

(continued on page 6)

MADUREZ (continued from page 5)

nueva etapa. A los 50 años no es tarde. Mientras Dios nos tenga con vida hay que seguir adelante, con ilusiones, y alegria de vivir.

Atentamente una mujer latina,
Socorro Muñoz



ESL STAFF DEVELOPMENT WORKSHOP AT EPCC

A reminder that El Paso Community College will be hosting an English as a Second Language (ESL) Staff Development Workshop on May 3 and 4 sponsored by the Continuing Education Department of Richland College, Dallas, Texas. The workshop will be held at the Valle Verde Campus, President's Conference Room B and C. Persons attending this workshop will be learning about Successful Models of ESL-Vocational Technical Programs, Career Guidance Strategies for Limited English Proficient Students (LEPs) and Career, Language, Aptitude and Skills Assessments for LEPs. State-of-the-art instructional materials for ESL-vocational programs will also be covered.

This will provide an opportunity to learn how to increase the number of LEP students completing vocational programs. Information concerning LEP students about career opportunities for the year 2000 and assessment of their skills, language proficiency and career interests will also be offered.

The workshop will be free of charge, however space is limited. For registration information please call Sonia Avila at (915) 534-4145.

TRAINING AND ENRICHMENT WORKSHOPS SCHEDULED

El Paso Community College and El Paso Public Libraries Literacy Center will hold volunteer training workshops on May, June and July. Enrichment workshops are also scheduled for May and July. All workshops will be held at different libraries throughout the El Paso County. For more information about any of these workshops or the El Paso Public Library Literacy Center, please call 779-2400.

CONSORTIUM NEWS

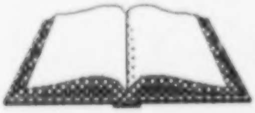
The third annual Texas Workforce Literacy Conference has been scheduled for May 19-21, in Dallas, Texas at the Harvey Hotel. The theme of this year's conference is "Bridging the Skills Gap: Quality Connections for the Workplace". For additional information call RoJean Starke at 915-542-2712.

JOBS CONFERENCE POSTPONED

We are sorry to announce the postponement of the **Putting Texas to Work JOBS Conference** scheduled for April 27-29, 1993 in El Paso. The decision to postpone the conference is supported by interagency partners involved in the JOBS program because of the uncertainty surrounding possible impacts this legislative session may have on many education, training and employment programs. We are committed to holding this conference at a later date when the presentations can provide relevant and factual information. The "Call for Presenters" that have been received will be used for planning presentations for a rescheduled conference. Presenters being considered will be contacted to see if they are still interested. We are sorry for any inconvenience. Contact Carmen J. Garcia, El Paso Community College Literacy Programs, at (915) 534-4111, with any questions.

* * * * * * * * * * *

LITERACY EDUCATION ACTION SERVES EL PASO AREA



Open since the fall of 1985, the El Paso Community College Literacy Education Action (LEA) has provided the community with literacy programs aimed to assist adults needing instruction in basic reading and writing skills. Interested individuals are invited to enroll at the Literacy Center, 1115 N. Oregon Street. Prospective students are required to be residents of the United States, have a Social Security Number, and a need for basic survival reading and writing skills.

At the preliminary stage, prospective students are screened to determine whether they will benefit from our program and thus be placed into a twenty-four hour exploration program or be referred to an advanced program at EPCC or outside agencies.

Once the student finishes the exploration program, the placement team places the student in the appropriate program that meets the student's educational needs and goals.

The programs available at the Literacy Education Action Program are as follows: Exploration, Spanish Literacy, Bilingual Literacy, English Literacy, Volunteer and Advancement Program, and Self-Paced Labs.

LEA OFFERS STEP PROGRAM

In March Andrés Muro began serving as the coordinator for the new program Success Through Transitional English Programs (STEP). According to Muro the goal of the STEP program is to develop a transitional program for ESOL students aiming towards a college education. The purpose of this transitional program is to ensure student success in college (vocational and/or academic).

STEP will be working with the following organizations in a partnership agreement: El Paso Literacy Coalition; El Paso Public Library; El Paso Independent School District; Ysleta Independent School

(continued on page 8)

LEA OFFERS STEP PROGRAM

(continued from page 7)

District; Upper Rio Grande Private Industry Council, Inc.; Laubach Literacy Council; St. Clement's English Speaking Center; Housing Authority of the City of El Paso; Texas Department of Human Services; and the United Way of El Paso.

Muro has established the following goals:

RECRUITMENT: STEP will identify students who are attending or have completed an ESOL program. STEP partners' instructors and counselors will help identify students who are ready to transfer to El Paso Community College but might need supporting skills.

SETTING EDUCATIONAL GOALS: STEP will assist students establishing their educational objectives. STEP will develop individualized educational plans to satisfy the needs and goals of the students.

TRANSITIONAL PREPARATION: STEP will develop a transitional (pre-collegiate) program that will train and provide the students with the necessary tools for success.

TRACKING STUDENTS THROUGH COLLEGE: Once in college, STEP will track students and offer support services in order to ensure student success.

MONITORING PROCESS: STEP will develop a student database in order to track student development and progress starting at the recruitment stage. STEP will also evaluate the accomplishment of each of the goals.

DOCUMENTING RESULTS: STEP will develop a package documenting the results of the project and each of the steps leading to those results.

For more information please call Andrés Muro at 534-4181 or he may be reached at the EPCC Literacy Center, 1115 N. Oregon.

LEA OFFERS HEARING IMPAIRED PROGRAM

LEA is now offering special classes for students wanting to learn how to read and write but are hearing impaired. Patricia Villa is the Instructional Facilitator for the Hearing Impaired Program (HIP). The Independent Living Skill curriculum is designed to help students improve their reading and writing. The classes are taught in sign language. Classes are meeting at the Literacy Center at the Rio Grande Campus. For more information contact Patricia Villa at 534-4176 or at 1115 N. Oregon.

CAREER ASSESSMENT

Small Group instruction is currently addressing the topics of careers, jobs and vocational goals. Facilitators and tutors are working towards helping their students assess their marketable skills. This is being accomplished by going to a series of critical discussion questions, readings and learning activities. Since most of the students are unemployed, these topics are of great benefit to them.

Although most of the students are not fully literate yet, it is important that they start thinking about differenciation between a job and a career. It is also important for them to figure out what kind of employment will be most appropiate depending on the skills they possess or would like to develop.

JANUARY-MARCH ISSUE LESSON

Each issue of our newsletter provides a lesson that tutors may use with their students if appropriate for their students' needs. Below is this issue's lesson.

Activities for Adults: I Know...

Objective: To help adult learners recognize the prior knowledge they bring to the learning environment.

Rationale: Adult literacy students often believe they possess little knowledge. They will say, "I don't know anything. I'm a dummy." Yet, these students have had many experiences in their lifetimes. They have gained valuable knowledge through these life experiences. This knowledge can be used as a base for future learning, once students realize and appreciate what they possess. Often, people who consider themselves "nonreaders" will actually be able to read a great number of words that occur in the environment. (Such as product names, street signs, frequently occurring words on labels, etc.)

Materials Needed: Newspapers, red marker

Activity: Give each student a newspaper. Don't point out or review anything in the paper. Ask students to look carefully at each page. Tell them they don't have to "read" the paper - just to look at it. When they see something they recognize, or something that has meaning, they should circle it with a red pen. (Encourage them to look at everything, including pictures, headlines, datelines, advertisements, etc.)

Give students plenty of time to look through the paper, and don't discourage interpersonal discussion during the activity.

When students are finished, ask them to go back through the paper once more and count the number of items they circled. Ask each student to discuss two items they circled. For instance:

> "I circled this 'Huggies' ad. I recognized the word because I buy these diapers for my baby."
>
> "I circled the date. I know the months of the year."

FEBRUARY VOLUNTEER STATISTICS

Active Tutors: 16
Placed Students: 23

Volunteers
East/Lower Valley: 4
Northeast: 1
Central/West: 11

Students
East/Lower Valley: 4
Northeast: 1
Central/West: 18

SITES

Eastside/Lower Valley
Valle Verde Campus

Central/West
Literacy Center
Westside Library
McCall Center

Northeast
Transmountain Campus

EL PASO COMMUNITY COLLEGE

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Attachment 5 : Handbook

PROJECT VIA
TUTOR-TRAINING HANDBOOK

VOLUNTEERS IN ACTION

PROJECT V.I.A.

TUTOR TRAINING HANDBOOK

A PROJECT OF THE EL PASO PUBLIC LIBRARY
AND THE EL PASO COMMUNITY COLLEGE

Funded through a grant from the
U.S. Department of Education

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INTRODUCTION:

Project VIA (Volunteers In Action) is a collaborative program between the El Paso Public Library Literacy Center and the El Paso Community College Literacy Education Action to train volunteers tutors to work with functionally illiterate adults in El Paso, Texas. This program will address the unique bilingual/bicultural needs of this target population.

Project VIA will utilize the Freirian learner-centered approach to adult literacy education by basing the content of language lessons on the learner's cultures and personal experiences. Also known as the problem-posing approach, this approach is deeply contextual because learning to read and write flows from the discussion of themes of importance to adult learners drawn from their own life experiences. This whole language, learner-centered approach will give the student significant control over the direction of present and future educational activities.

Project VIA tutor training workshops, volunteer tutors will be provided with information an how to structure lessons for their students based on the students' own interests, concerns and goals. These lessons involve three main components: critical discussion; creative writing; and relevant reading. These components together with meaningful dialogue and reading and writing activities will enhance the students' natural learning processes to facilitate literacy development.

A typical Project VIA lesson will include the three components below.

I. CRITICAL DISCUSSION (objectives)
  a) To enhance self-esteem.
  b) To develop critical thinking skills.
  c) To develop oral language skills.
  d) To develop vocabulary leading to writing.

II. CREATIVE WRITING / EDITING PROCESS (methods)
  a) Modeling
  b) Language Experience
  c) Independent writing

III. RELEVANT READING (suggested materials)
  a) Project VIA Literacy Collection
  b) Newspaper articles
  c) Magazine articles
  d) Environmental print

Project VIA will train 140 volunteer tutors during the project year, 92-93 and will install bilingual/bicultural literacy collections at each of the eleven existing library facilities in El Paso to assist volunteer tutors and their students in the instructional process.

The contents of this handbook were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government

EL PASO PUBLIC LIBRARY–LITERACY CENTER

Established in September, 1990, the Center assists adults and out-of-school youth with less than a twelfth grade education to find the services and resources they need to learn how to read and write, to become citizens and legal residents, and to know how to use the library. The Library Literacy offers five areas of service which are FREE to the public:

Information and Referral: The Center disseminates information and makes referrals to more than 75 literacy agencies in El Paso County through the **Literacy Hotline (915) 779-2400**, publication of a bilingual directory of service providers, and in-person.

Materials Collection: Provides access to over 5,000 books cassette tapes and software for students and/or instructors of English literacy, English as a Second Language, GED, Citizenship and Amnesty.

Instructional: Provides computers with software for self-paced instruction. Recruits and matches volunteer tutors with students. Offers adult education classes in cooperation with outside agencies.

Community Outreach and Promotion: Publicizes the resources and services of the El Paso Public Libraries, forms cooperative relationships with other literacy providers, promotes library use, and cultivates community support through special programs.

Research and Development: Evaluates the effectiveness of services, assesses community needs, surveys and maintains a database of literacy agencies in El Paso County, tabulates service delivery, and develops continued funding strategies.

EL PASO COMMUNITY COLLEGE–LITERACY EDUCATION ACTION (LEA)

Established in the fall of 1985, LEA is dedicated to providing free basic literacy instruction to educationally disadvantaged adults in El Paso County. LEA cares about its learners and understands that each individual has different goals.

LEA programs are based on a holistic approach for educating adult learners. The environment of the learners, their life experiences and prior knowledge are used as a basis for instruction. LEA builds on this prior knowledge and integrates it into the development of basic reading, writing, listening, speaking, thinking, and problem-solving skills. The needs, goals, interests and concerns of learners are linked to their surrounding communities. By providing instruction based on these needs, adult learners can become full participants in their community.

LEA offers these programs throughout El Paso: Exploration, Volunteer Tutoring, Small Group Instruction, Special Needs, Self-Paced Lab, Video Assisted Instruction, Advancement, National Workplace Literacy, Project Forward.

Volunteer Tutor Handbook developed by Kay Taggart, LEA Literacy Education Action, El Paso Community College, P.O. Box 20500, El Paso, Tx 79998. (1991) **PROJECT VIA** personnel: Martha A. Toscano, EPPL Literacy Coordinator; Elsa A. Miranda, EPPL Volunteer Coordinator; Cecilia Olan, EPCC Instructional Facilitator compiled and edited this edition for publication.
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VOLUNTEER TUTOR HANDBOOK

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PURGE THE SCOURGE

Myths and Realities of Illiteracy

The public view of "illiteracy" is one of despair and darkness. Slogans shout, "Stamp out the scourge of illiteracy." Bumper stickers proclaim illiteracy a "disease." Brochures announce that illiteracy "makes us all losers."

At LEA, we have trouble with these catch phrases. We can't seem to match them with the students who walk through our doors:

* Student L. has raised seven successful professional children. He works ten to twelve hours each day, and just got a promotion from sanitation worker to truck driver. As a youth in Mexico, he couldn't afford to attend school. He is learning to read in Spanish, and looks forward to learning to read in English.

* Student D. taught herself to speak English. She, too, never had a chance to go to school as a child. She is busy sharpening her reading and writing skills so she can attend credit courses at the College. Concerned about the gang problems in her childrens' school, she spends free time organizing other parents to work against drugs in their neighborhood.

* Student R. was placed in classes for the mentally retarded as a child, simply because he couldn't speak English. Therefore, he never got a good education. He works full time and recently received a promotion. He takes care of his elderly mother.

* Student J. lives in an old-style adobe home built by her father years ago. As a child, a bad accident prevented her from attending school. She learned to speak English on her own, and now is learning to read in both Spanish and English. Although she doesn't have a steady job, she makes and sells menudo to buy clothing for her child. She volunteers in her son's school. He is a fifth-grader on the honor roll.

Our students are unique individuals with diverse backgrounds. They raise families. They work. They go to church. They celebrate holidays. They have had rich life experiences. They take pride in their cultural heritage and values. They don't have a "disease," and they are by no means "losers." We do not see them as part of a "scourge."

Our students do struggle daily with tasks many of us take for granted, including understanding their rights as residents, consumers, workers and parents, accessing employment, obtaining adequate health care, and influencing their childrens' formal education.

Our students worry. They worry about maintaining their culture and family in a fast-paced, industrialized world. Often, they believe their voices don't count, and that change is an unrealistic, unreachable goal. Our students want to work with us to develop literacy skills that will help them reach personal goals and influence change in their community.

Aa Bb Cc Dd
Ee Ff Gg Hh

> *"Teachers and students are socialized into a mechanical way of education, year after year, and its form becomes synonymous with professional rigor. This mechanical program silences and alienates the students, with less than one percent of class time devoted to open, critical discussion, and less than 3 percent of the hour showing any emotional tone."*
>
> *-Ira Shor*

KEEP PEDALING, I'VE GOT THE SEAT!

Natural Learning vs. Traditional Instruction

People are natural learners. We know this simply by watching our youngsters grow and develop. They do it so easily. They watch. They listen. They taste. They touch. They experiment with movement and language. They observe their world as a whole, discern patterns, draw conclusions and learn to participate, create and make meaning. And, they do this with little direct assistance from adults.

Children exposed to language will learn to talk. Even though most parents don't bother to teach nouns, verbs, vowel sounds and subject-object word order to their children, most three-year-olds master meaningful speech and correct syntax.

Think about how you learn. What processes do you use? How do these processes relate to those used in traditional public school education?

Let's use an analogy to illustrate the differences between natural learning processes and traditional instructional methods.

How do you learn to ride a bike? You would likely jump on and begin pedalling - perhaps with a trusted family member hanging onto the seat and running behind you. After a few wobbly attempts and a crash or two, you will probably learn to ride pretty well. Through experience, you become familiar with the bike. You learn finer points of balance and control, you learn mechanics and maintenance, you learn to inflate tires and put baseball cards next to the spokes for motorized noises. Soon, you are probably travelling at breakneck speeds and zooming over homemade ramps.

Now, what if you had to learn how to ride a bike the way we teach most kids to read? You wouldn't be allowed to jump right on. As a matter of fact, you'd have to master each individual necessary physical motion first. Then, you'd have to memorize all the parts of the bicycle and discuss in detail the physics involved in balance and forward motion. You would need to be tested over each step. Finally, after months of study, you would be allowed to get on the bike. You would be forced to ride slowly at first, over a very controlled and limited path. Gradually, you would be allowed to traverse more complex roadways.

Obviously, you could learn to ride a bike using the second method, just as children do learn to read through extensive phonics drills, vocabulary memorization and controlled-vocabulary readers. However, it's probably not the most effective method, because it forces students to participate in processes that are counter to humans' natural learning strategies.

According to family literacy expert Elizabeth Quintero, "literacy skills are made easy when the language is real and natural, whole, sensible, interesting , relevant, belongs to the learner, is part of a real event, has social utility and has purpose for the learner."

Conversely, she says that "literacy skills are made difficult when the language is artificial, broken into bits and pieces, nonsense, dull and uninteresting, irrelevant to the learner, belongs to somebody else, is out of context, has no social value,has no discernible purpose and is imposed by someone else."

Educator Kenneth Goodman says that effective literacy programs must "build on existing learning and utilize intrinsic motivations. Literacy is an extension of natural whole language learning. It is functional, real, relevant . . . Literacy develops from whole to part . . . Expression (writing) and comprehension (reading) strategies are built during functional, meaningful, relevant language use . . . there is no hierarchy of sub-skills, and no necessary universal sequence. Literacy develops in response to personal/social needs." ("What's Whole Language," Heinemann Educational Books, 1986)

In the following pages, we will show you how to structure lessons based on students' own interests and concerns. The lessons will involve three main components: critical discussion, creative writing, and relevant reading. You'll notice right away that the lessons avoid phonics drill, imposed vocabulary lists, and grammar and usage exercises. That doesn't mean that we advocate ignoring these components. We simply believe that these concepts should be woven together with meaningful speaking, writing and reading activities. In this way, we work with students' natural learning processes to facilitate literacy development.

"There is no one-to-one correspondence between teaching and learning. The teacher motivates, arranges the environment, monitors development, provides relevant and appropriate materials, and invites learners to participate in and plan literacy events and learning opportunities. Ultimately, it is the learner who builds knowledge structures and strategies from the enriched environment the teacher helps to create."

-Kenneth Goodman

TUTOR CREED

My student is a unique individual.

S/he has had many rich life experiences.

S/he has knowledge and understanding of many things.

S/he is intelligent and capable.

Education means more
than memorizing letter sounds and vocabulary lists.
Literacy is a means
for my student to reach personal goals
and influence change in our community.

I am not here to impose
my concept of the world upon my student.
I must respect and validate
my student's culture, values, views and opinions.
I must use my student's interests and concerns
as the basis for reading and writing.

I will become a partner with my student.
Together we will explore language.

NOT TO THE TUNE OF A HICKORY STICK

Planning Lessons in Three Easy Steps

Because the LEA program advocates that students learn to read and write by exploring topics and issues that interest and concern them, lessons must be individually tailored to each student. No singular textbook could ever meet the vast variety of students our program serves. In the following three sections, we will explain simple methods you can use to develop exciting, relevant lessons for your student. Each lesson should be designed around a theme of specific interest to him/her, and should include speaking, writing, and reading components. There is great potential for creativity within the following model:

Theme Topic

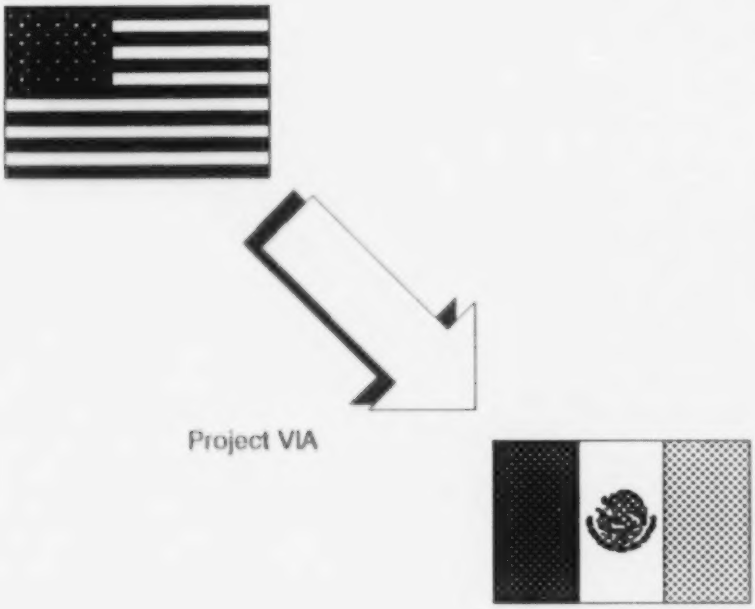
1) Critical Discussion
2) Creative Writing Opportunity
3) Relevant Reading

Lesson planning shouldn't take more than one hour per week. You will be pinpointing a theme, developing some critical discussion questions, planning a writing opportunity, and locating a relevant reading. Most of your work will be thoughtful and creative. You should be able to locate interesting, relevant reading material around your house or at the public library. In addition, one carefully planned lesson may last several sessions. Don't rush through a theme that your student is enjoying pursuing. Since we don't test or grade our students, you won't have to mark papers after class. We'll detail an editing process you can do with your student to eliminate "correcting" writings.

Some students feel that they are not really learning unless they have a "textbook." You can allay some of these feelings by making sure the student has a spiral notebook and a binder. Vocabulary lists and original writings will soon fill the notebook. The binder will soon bulge with copies of readings. In addition students can keep a journal (we make them simply, with construction paper and typing paper.) Your student's binder, notebook and journal will become personalized texts invaluable for home study.

Your lessons should be dynamic and exciting - for you and your student! Maintain good communication with your student. Students who become involved in this process often begin directing their own lessons and locating their own reading material. As your student discovers the power of his/her own writing, s/he may request assistance in self-expression for specific purposes. Encourage him/her in this effort!

If you need assistance planning lessons, Library and/or LEA staff members are on hand to help. Once you become involved in this process, you'll likely come up with more ideas and materials than you have time to implement. Happy planning!



> *"To build bridges, we need to begin by connecting with (student's) divergent meanings, not plunge them into formal systems like phonics. From a developmental perspective, literacy is acquired because it is meaningful. Meaning is personal and idiosyncratic, so each (student's) "key word" will be different ... Words, like all symbol systems, give power to name one's own experience and provide catharsis through expression of feelings. Stories told by others can connect with and objectify our own experience."*

-Elizabeth Jones

WHY SETTLE FOR BIG BIRD WHEN YOU CAN HAVE MIKE WALLACE?

Critical Discussion

Brazilian educator Paulo Freire working in rural villages some 30 years ago decided that literacy education was worth little unless students could use their skills to influence change in their communities. Freire changed the scope of basic skills instruction by using critical issues as the base for instruction.

Freire studied these communities and pinpointed critical themes. Small groups of students reflected on pictures representing these themes. They used theme words to learn letter sounds. They answered critical questions verbally, and facilitators helped them write their thoughts and opinions, which in turn became primary reading material. The villagers quickly learned to read and write - while they learned to critically examine political, economic and social realities in their communities.

Critical discussion is important on several fronts. **First,** it positively affects students' self-esteem. Many literacy students feel that their opinions don't matter, or that they are too uneducated to have an opinion. **Second,** by asking successive, deductive questions, tutors can guide their students in developing critical thinking skills.

> (For instance, in Brazil, Freire found a high infant mortality rate in one village due to disease outbreak. When he asked villagers why the children died, they said that it was "God's will," He then asked a successive series of questions designed to guide students to the real source of the deaths - governmental deferral of medical funds to arms instead of vaccines.)

Third, critical discussion helps students develop oral language skills. What good is knowledge of words and concepts if s/he can't express ideas to others in a variety of formats?

Fourth, critical discussion is the basis for vocabulary development and becomes the first step in the writing process. As the discussion progresses, jot down key words. Students also can pinpoint words used for future study. These words become a very original, very personal vocabulary list.

How do you get started? How do you select themes that are important to your student? Spend the first meeting just talking. Don't get too personal (although as you gain his/her trust, personal issues may arise naturally). At first, stick to community issues. And, the issues don't necessarily have to be negative. For instance, your student may have a deep pride in El Paso's culture and heritage. Wonderful lessons can be built on these topics. Or, your student may be concerned about gang activity in his neighborhood.

After you pinpoint some potential themes, you will want to develop some questions to engender critical discussion. For instance, if the theme is "Gangs," you might ask:

* What kinds of pressures face El Paso's youth today?

* Why do some kids react to those pressures by joining gangs?

* Who is affected when kids join gangs?

* Are there any positive values reflected in gang activity? What are they?

* Who in our community must bear responsibility for gangs?

* How can residents work to alter the trend toward gang activity?

Remember to listen to, and respect your student's opinion. Generally, try to keep your opinion quiet. Because your student will view you as more informed, your expression may serve to actually silence his/hers. S/he may feel compelled to agree with you.

As your student speaks, discretely jot down "key words" s/he mentions. For instance, a discussion on gangs might result in the following vocabulary list:

Fatherless

Diablos

rebellion

unemployment

frustration

violence

family

drugs

fear

peer pressure

Ten to twelve words will suffice. When the discussion winds down, show the list to your student. Read them aloud and ask your student to read them aloud. Ask her/him to write the lesson date into her notebook, and to copy the list below it.

You can also use this opportunity to develop some word analysis skills. Take two to three words from the list and examine them in detail. For instance:

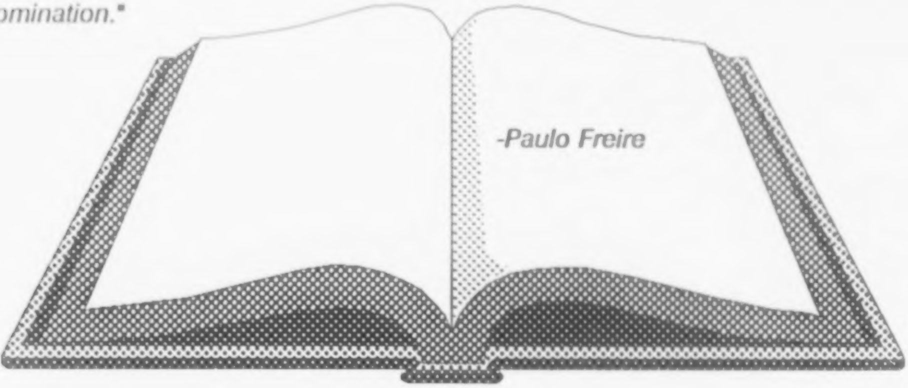
* Discuss the meaning of the prefix "un" on the word "unemployment." Think of other words that begin with "un."
* Compare the words "fear" and "peer" and discuss the different ways to make the long "e" sound. Reinforce this by making some word patterns with these words:

fear	peer
dear	beer
fear	leer
hear	peer
tear	jeer

Encourage your student to review the vocabulary list at home, and to read and review the word patterns. Emphasize that the words selected came from the conversation about the day's theme.

At this point, move on to a related writing opportunity . . . .

"No matter if we are conscious or not as educators (literacy training) is either for the liberation of the People–their humanization–or for their domestication, their domination."



-Paulo Freire

AVOIDING DEATH BY PARAGRAPH AND PARTICIPLE

Writing Opportunities

Writing opportunities should be innovative and stimulating. At all costs, avoid the "write a paragraph about this" syndrome. Instead, ask students to write letters, slogans, petitions, etc. that relate to the topic at hand. Spend A LOT of time on writing. For students who need to develop their Spanish writing skills as well as English, try to avoid writing first in Spanish, then translating into English. DON'T RUSH through.If it spills over into the next class time, FINE!

Following are some ideas for student writing:

slogans
advertisements
letters to editors
letters to congressmen
complaint letters
letters to family members
lists
recipes
dreams
fantasies
excuses
autobiographies
tall tales
poems
editorials
warnings

headlines
greeting cards
posters
commercials
dialogues
movie reviews
sitcoms
novelas
dichos
captions
descriptions
pros & cons
children's stories
directions
labels

Writing opportunities should follow from your critical discussion. So, if you've discussed gangs, you'll want to ask your student to write something germane to gangs, perhaps a letter to a teenage son, or a newspaper editorial, or an anti-gang slogan.

Some students are willing to write on their own from the beginning. Others are not. You can facilitate your students' writing progress by using three methods:

1) **Modeling.** If students are asked to write, say, a letter to the editor, begin by writing a letter yourself. Use proper letter form, point out the structure to students, and read it aloud to him/her. It will be hard for a student to write a letter if s/he has never read or seen one before. Provide students a model from which to work.

2) **Language Experience.** Sometimes students will need to dictate thoughts to you. When writing student words, make sure you stick to what they say. Don't interject your own ideas, or more complex sentence structures to make it sound "better." If your student dictates in Spanish for conversion to English, be very

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careful to write the English in the simplest, clearest form possible.

3) Independent Writing. This is your final goal. You must encourage your student to write independently. Encourage him/her not to be afraid of mistakes. There is no point at which students are "ready" to write independently. Even our very beginning student should be attempting writing. These early efforts may be limited to a few words. THAT'S O.K.! Don't leave your student when s/he writes. You must be there as a resource. S/he must be able to rely on you for spellings of words s/he does not know. If your student asks you for a word, be sure to write it on the board. DO NOT spell it aloud. The student must see the word in print. This will help it "stick." It's also o.k. if students mix Spanish in with English. The communication of meaning is most important.

EDITING PROCESSES

Involving students in the editing process helps them see the linkage between correct usage and their own original ideas.

It is not necessary to use this process for every piece of independent student writing, but use it as often as practical. To minimize student anxiety over editing, emphasize that even professional writers have at least three editors. Explain that you will "work together," and "this is the wrong way . . ." NEVER use a red pen. Circle incorrect words with a pencil, and write the correct version above it. Don't erase student words. Use carat (^) marks to insert. Circle words that must be deleted, and write "delete" above them.

Here is an example of how to use editing processes to teach correct usage. After reading a newspaper story, a student wrote:

> yesterday had an accident an myrtel and magoffin con chemical 26 peples sick
> they most go to hospital they enferma becase gas smell

The tutor wrote the student's paragraph on the board and began asking her questions about the writing:

* How do we begin new paragraphs? (If your student doesn't know, give him/her printed paragraphs to look at.)

* " . . . had an accident" - WHO had an accident?

* What's the difference between "an" and "on"?

* How do we say "con" in English?

* What kind of letters do we use at the beginning of proper names?

* do you know what "enferma" is in English?

* What's another word for "got"?

* What kind of verb do we use when we talk about something that already happened?

* Can you think of another way to say this?

The tutor used student responses to edit the writing as much as possible. (*This method* *actively* *involves students in writing development - as opposed to just having them turn in papers for the tutor to correct.)* The tutor also used examples in the student's writing as opportunities to explain usage, punctuation, clarify phonic principles in spelling, etc. When the students couldn't come up with the correct form, the tutor helped, using phrases like: "Let me suggest a more common way to say that." and "Would it make the sentence clearer if we put *located* here?"

The tutor and student emerged with the following edited version:

> **Yesterday, there was a chemical accident at a factory located at the corner of Myrtle and Magoffin. Twenty-six people got sick and had to go to the hospital. They became ill because the gas was toxic and smelled bad.**

During the editing process, the tutor provided instruction on the following skills, using examples from the student's writing:

* paragraph indention
* capitalization
* periods, commas
* the difference between "on" and "an"
* the difference between "most" and "must"
* verb-subject number agreement
* past-tense verbs
* irregular verbs
* "-le" endings
* "au" letter combination sound
* spelling out numbers

You can see how regular use of the editing process will facilitate teaching of correct grammar and usage. Moreover, students involved in this process develop a deep understanding of correct usage. Educators are finding that students who study grammar and usage in isolation have difficulty transferring this knowledge to actual writing.

Once your student's piece is edited, ask him/her to copy the new version into his/her notebook. Make sure s/he reads it aloud several times. Encourage him/her to share her writing with family members.

At this point, move on to a relevant reading . . . . .

HUNGRY FOR WORDS

Developing Reading Fluency and Competency

Select a reading that is relevant to the lesson theme. Also keep in mind your student's general level of reading fluency. Don't avoid readings with long words - in fact, sometimes longer words are easier for students to read because they hold more meaning. For beginning readers, simply limit the length of the selection.

We suggest using carefully selected childrens' books (more on this later) , and environmental print (more on this later, too) as primary reading material for your student. The newspaper also is a great resource. For instance, if you were doing a lesson on gangs, newspaper articles and editorial cartoons might provide rich reading material. You shouldn't have to look too far for relevant readings.

Whenever possible, give your student a copy of the reading to add to his/her binder. LEA staff can make copies for you at the Literacy Center. Tape newspaper articles or like readings to a piece of blank typing paper. In this way, you can help your student compile his/her own reader. As in writing, there are many methods you can use in reading:

1) Listening/Reading: Read selection aloud several times as your student follows along. With beginning readers, always use this method prior to using any of the following, especially when reading children's storybooks.

2) Echo Reading: Read the selection aloud a sentence or a phrase at a time, and ask your student to follow along, and "echo" your reading. This models not only correct pronunciation, but intonation, stress and rhythm for students.

3) Choral Reading: Read the selection aloud simultaneously with your student.

4) Oral Independent Reading: For all but the best readers, handing them a new reading and asking them to read it aloud can be a nightmare. Instead, progress through the above methods first, and ask him/her to pinpoint any "problem words," and discuss them before proceeding. THEN, ask him/her to read the work aloud independently. Proceed slowly, in digestible chunks.

5) Silent Reading: This, of course, is our final goal. You can set the tone for future silent reading by giving your student some silent time to look over writing before reading aloud. Ask him/her to scan the work for words and phrases they recognize.

Repetition is VERY important to build student fluency and competency in reading. Students will build fluency only with continued exposure to text. Read each selection many times, in a variety of ways, over the course of several class periods.

READING COMPREHENSION

When asking students questions about readings to gauge comprehension relating to fiction works, remember back to your fifth-grade book reports. Did you like them? Do you think they improved your understanding of the books? If you're like most of us, you will probably answer "no." The standard comprehension questions usually asked go something like this:

*** On what planet does the main character live?**

*** How many phaser beams did his wingnot need to hit 100 mph?**

*** List the events leading up to the blickruk?**

Often, these are elements of the story that readers pay little attention to. They are minute details that have little bearing on the actual effervescence of the story. Asking these types of questions often serves as an "irritant," derailing student thought from the pleasure of reading an interesting story. Instead, you can gauge comprehension, increase understanding and help students explore their own relationships with the literature by asking these types of questions:

*** How do you think Wingle felt when Gorp blew his wingnot?**

*** What would you have done if your wingnot changed color all of a sudden?**

*** Do you think the Googles were right to outlaw wingnots?**

These are "*affective*" questions. You can see how students can become more involved with the readings using this type of questions. There are some times when you will want to ask students "*efferent*" questions. Readings of a more scientific nature - such as an article on the operations of the wingnot, may call for more fact-oriented questions. For instance:

*** What fuel does the wingnot use?**

*** What colors do wingnots turn after hitting a comet?**

*** On the average, how much pollution do wingnots cause each century?**

Consider comprehension questions carefully. The type and quality of your questioning will make the difference between interested, involved students and bored, indifferent ones.

BIG KIDS' BOOKS

Often, adult literacy teachers hesitate to use children's literature for fear of making students feel as if they are "babies." However, children's literature contains many elements important to new reader development:

- **Rhyme**
- **Rhythm**
- **Repetition**
- **Small word volume**
- **Picture clues to content**

Careful perusal of children's literature reveals many books that contain ADULT themes, storylines and language. When introduced as parts of thematic units, adults are seldom insulted by the books.

Instructor attitude regarding children's literature also effects student outlook. Many people see children's literature as an important component of any culture's literary history. Most literate adults have fond memories of children's stories; adults who grew up without books often find they are amused and delighted with exposure to children's literature. It is, in a sense, filling in a void in a student's cultural history. And, for those students learning a second language, children's literature provides non-threatening, fascinating insights into a new culture.

Children's literature also is a wonderful point of departure for student creative writing. Each book holds endless possibilities for response to literature.

When selecting children's literature to be used with adults, consider the following criteria:

- Are some or all of the book's important characters adults? Avoid simplistic tales with all-animal casts, unless they are folktales with obviously related adult thematic ties.

- Is the book's theme related to some aspect of the student's life? Stories relating to the craziness of daily family life and common human trials and tribulation are very effective.

- Does the book convey a concept integral to the culture? Many published storybooks are versions of folk tales that have been handed down from generation to generation and were developed originally to pass on values. Students often will be familiar with these stories already.

- Does the language reflect normal, spoken English? Avoid those books that use only carefully selected, highly simplified vocabulary.

- Is the artwork creative and enjoyable to look at? Does it complement the story? Some storybooks contain breathtaking works of art that anyone would enjoy experiencing.

- Are there obvious points of departure for writing activities?

SUGGESTED BIBLIOGRAPHY

* Hey, Al by Arthur Yorinks, pictures by Richard Egielski
Michael di Capua Books, published by Farrar,
Straus and Giroux, 1986. (ISBN# 0-374-42985-5)

This is our students' favorite! It's a wonderful story of a janitor and his dog who grow dissatisfied with their lives in a cold water flat. They are swept away to "paradise." However, paradise is not all it's cracked up to be, and the duo end up back at home and more content. This Caldecott winner sports great art and potential for all types of writing responses. Adjectives abound. After reading about Al, our students write descriptions of their personal "paradise."

* Could Be Worse! by James Stevenson
Mulberry Books, New York, 1977. (ISBN# 0-688-80075-0)

Another student favorite, this story details a grandfather's tall tale as related to his grandchildren (who think grandpa's life must be pretty boring). The repeated phrase, "Could Be Worse . . ." engenders giggles and participation from the most reticent student. The book contains quite a collection of synonyms for "big." Locating and mapping them helps students become more versatile in their writing. Could Be Worse is a great entry into tall tale writing with an adult twist.

* The Judge by Harve Zemach, pictures by Margot Zemach
A Sunburst Book, Michael Capua Books
published by Farrar, Straus and Giroux, 1969. (ISBN# 0-374-43962-1)

This Caldecott Honor Book has an all-adult cast of characters who can't seem to convince the judge that something big and terrible is approaching. The book makes optimum use of rhyme, rhythm and repetition. The last two pages are devoid of copy, and simply show what happened in pictures. We have students write the ending. This book has incredible potential for written response relating to the criminal justice system, due process, punishment for speaking the truth that no one wants to hear, and the folly of it all.

* The Treasure by Uri Shulevitz
published by Farrar, Straus and Giroux
New York, 1978. (ISBN# 0-374-37740-5)

Another Caldecott Honor Book with an all-adult cast, this book tells of a poor farmer, Isaac, who dreams of a buried treasure in a distant city. He journeys there only to speak to a guard who laughs at his folly. However, the guard tells him he too, has dreamt of buried treasure under the stove of a man named Isaac. Isaac returns home and indeed, finds a treasure buried in his own home. The rich, full-color illustrations complement the classic tale. Ripe with symbolism, this book holds endless possibilities for written responses about the treasures that hide right under our noses . . .

* Love You Forever, by Robert Munsch
Firefly Books, Ontario, 1989. (ISBN# 0-920-66837-2)

This highly emotional book is truly an adult story cloaked in a children's format. Our students often weep while reading this family-oriented tale about a mother and a son. The repeated song, *"I'll love you forever, I'll like you for always, As long as I'm living, my baby you'll be," will tug at* every student's heart. Our students have requested assistance in writing emotional cards to loved ones after reading this book.

* Alexander and the Terrible, Horrible, No Good, Very Bad Day
by Judith Viorst, illustrated by Ray Cruz
Aladdin Books, published by Macmillan, New York, 1972. (ISBN# 0-689-30072-7)

Long a favorite with kids, our adults laugh until the tears come when they read this book. Even though the characters are children, anyone with a family relates to the story. Alexander begins the day by waking up with gum in his hair, and it just gets worse from then on. Students seem to love remembering what seemingly "little" things spell misery for a child. The book seems to be a great release for the "big" problems our adults bring to class. They go on to write about a "terrible, horrible, no good, very bad day" they have had. The repetition in this story is very effective. Even our most reluctant readers leave the class being able to read the catchy phrase.

* The Pain and the Great One by Judy Blume
A Dell Yearling Special, New York, 1974. (ISBN# 0-027-11100-8)

Another family-oriented story, this book is divided into two sections. In the first, a little girl tells about how her parents favor her big sister, "the great one." All parents of more than one child relate to the perspective presented in this book. This story is a great introduction to "point of view" in writing.

* Baby, Come Out! by Fran Manushkin, pictures by Ronald Himler
Harper Trophy, New York, 1972. (ISBN# 0-064-43050-2)

Mothers love this one. It tells the story of the entire Tracy family's efforts (including grandparents) to coax baby from the comfort of mom's tummy. The delightful pen and ink illustrations show baby in its comfortable home inside mom. A promise of a kiss from dad finally brings baby into the world. Our students use this book as a departure point to write about the necessity of changing things in their lives - even when present circumstances seem safe and cozy.

* The Funny Little Woman retold by Arlene Mosel
E.P. Dutton, New York, 1972. (ISBN# 0-525-45036-X)

This is a delightful Japanese tale about a woman who chased a runaway dumpling to a fantastic place inhabited by wicked "oni." She outsmarts them and triumphs in the end.

* The Little Red Hen retold by Cindy West
Checkerboard Press, New York, 1988. (ISBN# 0-029-8132-4)

This classic animal folktale is a great introduction for themes relating to divisions of labor, work ethics, and fairness. Our students relate directly to the little red hen immediately and personal stories spill out about the time they did all the work and everyone else benefitted. Mothers especially relate to the tale, and will write about how they are unfairly burdened with all household tasks.

* Stone Soup, retold by Kit Schorsch
Checkerboard Press, New York, 1989. (ISBN# 0-394-89068-X)

This ancient tale has an all-adult cast. A hungry soldier enters a village and proceeds to make soup with a stone. He asks villagers to add a variety of vegetables and meat, and soon a luscious soup was ready for all. This story is a good reading for food units, and discussions about human nature and getting swept up in the spirit of the moment.

* The Story of Epaminondas, retold by Cathy Dubowski
Checkerboard Press, New York, 19 . (ISBN# 0-394-99068-4)

For students who are trying to decipher a new language, including all the confusing nuances, this book can provide some comic relief and allow students to laugh at themselves. Epaminondas takes everything his elders say literally and problems result. For instance, when told to hold the cake tightly, he reduces it to crumbs. This book is excellent for introducing discussion about language that holds varieties of meanings. Parents will immediately call up times their children misinterpreted their instructions.

* Demi's Reflective Fables, retold by Demi
Grosset & Dunlap, New York, 1988. (ISBN# 0-448-09281-6)

This collection of Chinese fables addresses a multitude of human vices and values. Each page is beautifully bordered, and contains a complete fable. This short, simple format provides perfect readings for students' personal experiences brought to mind by the fables.

* A Light in the Attic and
Where the Sidewalk Ends, both by Shel Silverstein
Harper and Row, New York, 1981. (ISBN# 0-060-25676-7 & 0-060-25667-2)

Shel Silverstein's zany poetry and accompanying pen and ink drawings cover a huge range of thematic topics. While some are childish, many are universal in nature and bring a smile to the sourest face. Many of our staff members have dawdled and chuckled while perusing these selections. We have found poetry to fit almost any lesson. Much of the poetry is short on words, but high on humor. The art is sophisticated and often depicts adults. Our students have written their own poetry after being exposed to Silverstein.

USING ENVIRONMENTAL PRINT

Relevant reading sources are all around us. From being exposed daily to the environment, your student probably has developed a broad competence recognizing many words used commercially. For instance, s/he probably easily recognizes **Coke, McDonald, Mesa,** etc.

Although these are the most obvious examples of environmental print, we all come into contact with dozens of other varieties daily. These examples can be valuable readings for your lessons:

WORK

- applications
- W-4 forms
- check stubs
- income tax forms
- purchase orders
- requisitions
- time cards
- machine operations
- procedures
- industrial signs
- benefits packages

HOME/FAMILY

- food labels
- clothes labels
- cleaning produce
- directions
- receipts
- appliance directions
- warranties
- report cards
- recipes
- insurance
- medicine bottles
- cards & letters
- video cartridges

COMMERCIAL

- street signs
- business signs
- bumper stickers
- billboards
- newspaper/magazine
- advertisements
- menus
- junk mail
- placemats
- brochures
- flyers

You probably read things like this daily, without thinking about it. Your student probably doesn't. Ask your student to bring in pieces of environmental print that s/he wishes to learn to read. Use the reading techniques mentioned in the last section to help your student master the words and meanings of environmental print selections. Be sure to ask your student to point out words that confuse him/her for further discussion. When possible, encourage your student to include copies of environmental print in his/her binder.

BLEEDING PENS NEVER LIE

Journal Writing

Journal writing can be a powerful adjunct to lessons. Encourage your student to write in his/her journal every day. You can set aside 10 minutes during your instructional period to give him/her time. You can get your student started by asking him/her a question such as:

"What would you do if you had $1 million?"

When your student writes in his/her journal, it's important that s/he be uninhibited. Tell him/her not to worry if s/he doesn't know a word. Tell them to take their best guesses, or to write it in Spanish, or to sketch it instead. Your student does not need to write full-length essays or paragraphs. At the beginning, a few words or a short sentence may be all s/he produces - THAT'S FINE.

If you have a student who simply refuses to write at all, ask him/her to dictate some thoughts to you. Then, write his/her exact words in the journal. Make sure to read the product with him/her when you are finished.

Once each week, collect your student's journal. Read the entries. DON'T CORRECT your student's journal. Don't worry over misspelling. Use your own judgement. If a word is misspelled or written in Spanish, or drawn, and you feel it is an important word for the student, write it correctly in PENCIL (NOT RED PEN) above the student's word. **Don't do this with every misspelled word, and don't worry about correcting structure and usage here.** The goal of journal writing is to get students to become accustomed to expressing themselves in written language. We want them to have the courage to take risks - to write what they feel without fear of judgement. Students will learn correct usage through lessons, reading and writing in class. It will gradually become apparent in their journal entries.

It's important for you to respond to your student's journal entries in writing. Your written responses in his/her journal should be thought - provoking, not critical. They should be short and written to the student's reading level. Your responses should lead a student to write more.

For instance:

(teacher)	**"What would you do if you had $1 million?"**
(student)	**"I buy big hose"**
(teacher)	**"What would it look like?"**
(student)	**"Adobe con lots or rooms para mi family."**
(teacher)	**"How big is your family?"**

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(student) "4 children my esposa my mother"

(teacher) "How old are your children?"

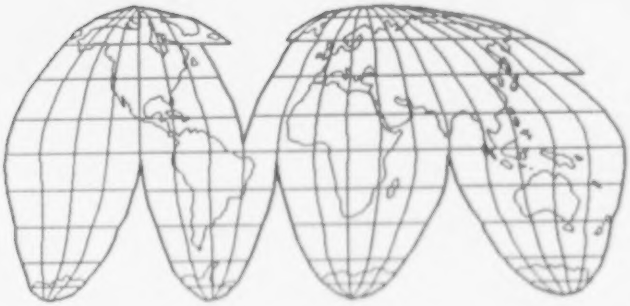
(student) "Diego -16 Maria -14 Teresa -9 y Jesus -6"

(teacher) "You must be very proud of them. Tell me about Diego."

(student) "He tall food studnt lik to do sktbord"

(teacher) "Do your daughters skateboard too?"

(student) "No rid biks"



"The curriculum is a microcosm of culture - condensed, distilled, a little rarified perhaps, but not a different order of reality. The school is part of the community, and the language of education is part of the community's linguistic resource."

- Michael Halliday

"There are no neutral educational systems. It is impossible for me to think about education without considering the question of power, Says São Paulo's Secretary Of Education and the author of the remarkable *Pedagogy of the Oppressed.*

INTERVIEW OMNI Magazine

PAULO FREIRE

Before you turn that thing on, "Paulo Freire said to me as I was ready to press the record button on the tape recorder, "I want to talk to you." Sure, I responded, sipping a demitasse of sweet Brazilian coffee in his home in São Paulo. "Tell me about your universe." I stared at him, "now tell me who you are." I ventured deeper.

I had no idea when I boarded the plane for Brazil that Freire would "touch" me, but he did, literally and figuratively. I anticipated only a lively conversation with a man respected world over as a literacy expert. When Freire became excited, he'd move to the edge of his chair, reach out his arm, and touch my knee, tap my hand, claim my attention.

And figuratively? That's harder to describe. When I arrived at his home, I looked from the cab into the front courtyard to see a short, slight man coming to meet me. He seemed tired and walked with a slight limp, cautiously, deliberately. But as he began to talk, he was clearly not a frail creature. Complementing his gentleness, perhaps even feeding it, is a rare and powerful indignation, purged of anger, bitterness, and spite. Sit with Freire and you will sense his power, a power that arises from the simple fact that he has militantly lived out his beliefs. Most of us aren't acquainted with that type of person. Apologies to those who think journalists should always approach subjects in a detached manner, looking for the hard, cold facts. Freire breaks through that nonsense.

These days Freire is a very, very happy man. And he'll tell you so. He's happy because now at age sixty-nine, as Secretary of Education for São Paulo's schools, he has the chance to change the face of the largest school system in Brazil.

Known at first only to a small circle of radicals, Freire attracted attention in this country in the late Sixties when he published ***Pedagogy of the Oppressed.*** In this book he set down his theories about education and literacy programs. Community organizers, social workers, health-care practitioners, even ministers gobbled up Freire's words.

No how-to manual filled with neat recipes. ***Pedagogy*** is a book about becoming fully human, about how we as human beings ought to be , what philosophers call our ontological vocation. And now that vocation is not to live passively in First World slums with no sanitation, or chic condominiums in resplendent isolation from our poorer brothers and sisters. Simply put, humans are called upon to be subjects of their world. Only by working on the material given to us, just as a sculptor chisels marble, only by transforming our world can we truly become "subjects." Most people, however are objects--victims, oppressed by authoritarian governments and social policies, silent, mutes, really. Illiteracy is a symptom of oppression. Unfortunately, according to Freire, education, whether in New Delhi or Chicago, reinforces the culture of silence.

Born in 1921 in Recife, a poor city in northeastern Brazil, Freire knew firsthand about poverty and how hunger affects a kid's capacity to learn. At age eleven, he made a strange vow--strange, that is, from a privileged point of view. (Let him tell you about that.) He earned his doctorate in 1959 at the University of Recife, becoming a professor of history and philosophy of education at the same university.

During these years he developed his literacy program. In it participants not only learn to read and write words but also learn to question critically why they've been illiterate, oppressed, silent. "Learner," says Freire, "are empowered by the knowledge they are learning." On the other hand, learners are not empowered by mechanical programs that emphasize reading skills and vocabulary development. These authoritarian programs merely groom illiterates to become literate, but they're still the "wretched of the earth ." That's hardly Freire's goal.

Authoritarian states and plantation owners don't like it when the peasants, in the process of learning to read, get uppity, start talkin' freedom, use words like **democracy**, question the inequitable distribution of property, and demand participation in the political process. Testament to Freire's successful literacy program: In 1964, when the power brokers were threatened by the rise of the popular classes, a military junta took control of Brazil, and Freire was arrested and jailed for his "revolutionary" program. He spent the next 15 years in exile, returning to his homeland in 1979 after amnesty had been declared. During his exile, Freire lived in Chile and the United States before settling in Geneva, where he worked for the World Council of Churches in the office of education. He traversed the globe--Nicaragua, Australia, São Tomé, Príncipe, Guinea-Bissau, Tanzania, Portugal, India, Cape Verde, Mexico, Angola--teaching, consulting, and setting up literacy programs.

Two years ago the newly elected Marxist mayor of São Paulo invited Freire to become the secretary of education. It's an amazing city, the third largest in the world. Fly into São Paulo, look out the airplane window, and the city stretches to the horizon. From the atrium atop the Maksoud Plaza, I gazed to the horizon in every direction--north, south, east, west--it's all city. During my short stay, taxi fares went up, as did the airport departure tax. Salaries are increased every month to keep up with the pace of inflation. Walk any given block and you'll meet an array of people--fair Europeans, black Africans, brown Indians from the Amazon, the very rich, the very poor. It seems that every nation under the sun is represented in São Paulo. It is in this city that Freire is working to overhaul the curriculum, repair damaged school building, find money to pay teachers an equitable salary, empower teachers and parents, and appease the curiosity of the kids.

I talked with Freire in his home, seated in front of a fireplace wall with paintings, Gertrude Stein-style. Many were titled and signed by former students, workers and peasants who at one time had been illiterate. --Murray Cox

Omni: You became secretary of education for São Paulo at sixty-seven, a time when most people look forward to slowing down. Was the decision to accept the position a difficult one for you?

Freire: I did not come to this office naively. When I said "yes" to the invitation offered by Mayor Luisa Erundina of the Worker's Party, I knew I faced a nearly impossible task: to change the face of the São Paulo school system. For me it would certainly have been easier to stay right here in this house and continue to read and write and give seminars on education and literacy. All my life I have written about Education. All my life I have designed literacy programs and implemented them in South and Latin America, Africa, Europe, Australia.

But I knew that if I did not accept this post, I would forfeit the right to continue to write and speak. It was a question of maintaining coherence between my words and my actions. I would have had to put a stop to the reprinting of my books--to become silent. That would have been a condition too heavy to bear. I cannot live without writing, without speaking, without announcing, without denouncing. I would not speak with you today if I had turned down the job as secretary of education. I chose to maintain my right to speak.

Omni: **Are you pleased with what you've accomplished in two years?**

Freire: In spite of bureaucratic obstacles and daily difficulties, the opportunity to put into practice at least some of my ideas and lifelong dreams continues to make me happy. I was free to choose the people to help me, a group of dedicated men and women--intellectuals, educators, workers--with a very broad vision of education. That pleases me.

Omni: **When did you first start to develop your own theory of education?**

Freire: I worked for about fifteen years developing adult literacy programs in urban and rural areas. I was coordinator of the Adult Education Project of the Movement of Popular Culture in Recife. When the military took over Brazil in the 1964 coup d'etat, they arrested and jailed me. Before that, we started groups we called culture circles. Instead of teachers, we had coordinators; instead of lectures, dialogue; instead of pupils, participants. I wanted to design a program in which the participants would be subjects, not recipients. In one situation we showed a vase with flowers. The discussion: the product of man's work upon the material of nature. One woman said with emotion, "I make culture. I know how to make that." Another said, "As flowers, they are nature. As decoration, they are culture." Literacy makes sense only when the illiterate person begins to reflect on his position in the world, his work,and his ability to transform the world. That's consciousness. They discover the world is theirs, not the world of a dominant class.

Five total illiterates participated in my first group. They were fatalistic, apathetic. During the twenty-first hour of study, one member wrote, "I am amazed at myself." In another program, one illiterate said, "I want to read and write so that I can stop being the shadow of other people."

Another wrote, "I have the school of the world."

Omni: **How did you actually teach syllables, vowels, the rudimentary elements of reading?**

Freire: With what I call generative words--**favela** (slum), **chuva** (rain), **terreno** (land), **batuque** (Afro-Brazilian dancing), **bicicleta** (bicycle). Generative words are weighted with emotion and meaning, expressing the anxieties, fears, demands, and dreams of the group. Fifteen or eighteen words seem enough to teach the basic phonemes of Portuguese. Take the word **brick**. After discussing all aspects of a brick, we present the word: **tijolo**. Then it is divided into syllables: **ti-jo-lo**. After that, we introduce the phonemic family: **ta-te-ti-to-tu, ja-je-ji-jo-lu, la-le-li-lo-lu**. After a reading to grasp the vocal sounds, the group begins to "make" words: **tatu** (armadillo), **luta** (struggle), **loja** (store), **jacto** (jet), and so forth. Some participants take a vowel from one of the syllables, link it to another syllable, add a third, and form a word. One illiterate, on the first night, said, **"Tu ja le"** (You already read). In one culture circle, a participant wrote on the blackboard on the fifth day: O POVO VAI RESOLVER OS PROBLEMAS DO BRASIL VOTANDO CONCIENTE (The people will solve the problems of Brazil by informed voting). How do you explain that a man who was illiterate several days earlier could write words with complex phonemes?

I'll give you one more example. In one small fishing community, Monte Mario, the participants had as a generative word the term **bonito** (beautiful), also the name of a fish. As a codification they had designed a little town with houses, fishing boats, and a man holding up a bonito. All at once, four of them stood up and walked over to the wall where the picture was hanging. They stared at it and then went to the window and said, "This is Monte Mario and we didn't know it." It was as if they were emerging from their world to understand it for the first time. Learners are empowered by the knowledge that they are learners. They are not empowered by simply acquiring literacy skills. One peasant, after a few literacy sessions, got up and said, "Before we did not know that we knew. Now we know that we knew. Because we today know that we knew, we can know even more."

Omni: **Who were your mentors?**

Freire: Christ was one of the greatest educators and teachers; he influenced me as a pedagogue. I am not reflecting on the transcendental dimension of Christ. I take him as a man. There was a coherence between his words and actions. And Christ loved. Well, Christ sent me to Marx, but I have never denied myself the right to question either of them. The words of those you admire and love cannot be eaten, taken unquestionably. Marx excited me. Marx gave me the tools to understand the contradictions in society. Marx freed me to become indignant and allowed me to understand Christ's indignation when he cast out the tax collectors from the temple. The ideas of Sartre, Eric Fromm, Louis Althusser, Mao, Martin Luther King, Che Guevara influenced me, as did Frantz Fanon's books, particularly **The Wretched of the Earth**.

Omni: **What are some of São Paulo's greatest problems?**

Freire: São Paulo is a fantastic example of social contradictions. It is both a rich, First World city and poor, Third World city. On its outskirts, where the majority of our schools are located, there is so much misery, domination, exploitation! You ask about obstacles? Any educator who accepts the responsibility of directing a school system in this or any other country faces enormous odds. Brazil has arrived at the end of the twentieth century with eight million poor children seven to fourteen years old, without schools to attend. And kids four to seven, who should be in preschools, are not big accommodated either.

Omni: **To say nothing of the kids who drop out.**

Freire: Or those who are expelled. Thousands of working-class kids are expelled between the first and second year of primary school because they don't learn to read and write. Many are then expelled in the fifth and sixth grades for failing mathematics, history, or geography. Many educators say these kids drop out, but its an evasion, a "sweet" concept to cover the system's failure. The kids don't leave school. They're expelled. We fail them but never talk about our failings. Or ask: When will we get those kids back into school? The question is a political one. To solve our educational problems we must make political decisions.

Omni: **Most educators in the United States have criticized the claim that education is tied to politics.**

Freire: Yes, yes, I know. But just as there are no neutral city or state administrations, there are no neutral education systems. It is impossible for me to think about education without considering the question of power, of asking the question: In favor of whom or what do we promote education? In the United States it is necessary to negate the political nature of education to give the superficial appearance that education serves everyone. But the more you deny the political dimension of education, the more you assume the moral potential to blame the victims--the dropouts are to blame. And the dropouts, for the most part, are from "minority" groups.

Ironically, the "minority" to whom you refer in the context of U.S. education are the "majority" who, in fact, find themselves outside the sphere of political and economic dominance. Maybe so many people emerge form your school systems illiterate because they are resisting, refusing to read the world the way they're being taught it. Although some U.S. educators are willing to describe a possible correlation between the high dropout rates and the low socioeconomic background of the students, they fail to establish political and ideological linkages in analyses. When curriculum designers fail to incorporate "minority" groups' values in the curriculum, when they refuse to accept and legitimatize the students' language, their actions point to the inflexibility, insensitivity, and rigidity of a curriculum designed to benefit those who wrote it.

Omni: **Did you face other obstacles?**

Freire: Well, during my first year, I've concentrated on the school buildings themselves. We have the largest school system in Brazil--six hundred and fifty-four schools. Of these, three hundred and ninety need immediate, major repairs. Roofs were caving in. There was exposed wiring, backed-up sewage, threatening rats, to say nothing about the lack of chalk. I should have closed fifty-five schools immediately. I closed about five. If fifty-five bordered on calamity, this does not mean the rest were in excellent shape.

Sometimes I think Brazil is a country of inauguration, of celebration. After we celebrate the opening of a new building, we immediately forget it and in five years, the building is crumbling. And we constantly fight a colonial bureaucracy. It's such a contradiction: a country attempting to modernize with colonial bureaucracy. It's a sorrow. It can take up to a month just to get approval to start repairs.

We need four hundred and fifty-six new schools to satisfy the demand for classrooms. In my first year, enrollment increased 6.39 percent from kindergarten to high school. We have used alternative spaces as classrooms: civic buildings, union halls, churches, community centers. We have also started nine hundred and sixty new teenage and adult education classrooms.

Omni: **Have you had the time to begin to overhaul the curriculum?**

Freire: Even before assuming this office, I had begun to work toward it. I invited one of the best Brazilian theoreticians in curricula, a professor at the Catholic University, to help redesign the curriculum. Together we met with physicists, mathematicians, biologists, sociologists, philosophers, art educators--about one hundred professionals. We discussed theories of knowledge and education, arts and education, ethics and education, sexuality and education,human rights and education, sports and education, social class and education, language and education, ideology and education. Our dream is that this team will meet with all thirty thousand teachers in São Paulo. We are also meeting with principals, supervisors, dietitians, community leaders, and parents. The Department of Education prepared a television program in which I addressed the schools. During the program I asked students to tell me what they wanted to change, to share their dreams. We received twenty thousand responses.

Omni: **Don't most teachers think you're idealistic when you talk about teachers and students as equal participants in a dialogic process?**

Freire: Where do you start to combat "the banking concept" of education--open head, insert fact? How do you empower teachers and students? I cannot decree today: "The schools in São Paulo are democratic." We began by creating councils in each school, responsible for the life of that school. Some councils simply took the authority away from the principal and became authoritarian themselves. That's no solution. In others, principals and councils are locked in a power struggle--nothing gets accomplished. But some are working with the principal, creating a more democratic atmosphere, discussing their problems, whether they're building, disciplinary or curriculum problems. I want to videotape the sessions of the more successful councils--they're still the minority--to show the others what happens when power is distributed equally.

Omni: **So you are hoping to create a disciplined but creative and curious environment? You have spoken about "the castration of curiosity."**

Freire: Kids begin life as curious begins. They constantly ask questions. Then they go to school and the schools start slowly killing, killing their capacity to be curious. A wonderful chapter in a child's life, begun in infancy, is closed. It starts closing as soon as the child steps into the classroom, especially if the child is considered a "minority." Today the question we face is how to use curiosity as a fundamental instrument in the learning process.

Omni: **Aspira, a Hispanic advocacy group in New York City, reports that in American schools, "Hispanic are given a message: Your culture is not good enough; your language stinks; you have to adjust to our culture." And the Commission of Black New Yorkers issued the statement, "Many black students, confronted with an educational system that devalues their culture and does not expect them to achieve, have opted to leave the system." The high-school dropout rate of blacks, Alaskan natives, Native Americans, and Hispanic is about thirty-five percent. That's an alarming rate.**

Freire: I say to myself: How can this be possible in a modernized society like yours? It's a tragedy, no? Aren't these dropout rates an example of an immense contradiction in your society? No one seems to realize we are working against the kids, against the possibility that they will learn and, in learning, believe in themselves. It's interesting to consider the expulsion as a triumph, not a failure, of the student. If students are constantly repressed, if schools negate their day-to-day life experience, their language and culture, they resist by refusing to learn the word of the teacher, the curriculum, the wider culture. In a sense they are reaffirming their own words and perceptions of life.

Omni: **We also have a literacy crisis in the United States; around sixty million Americans are illiterate or functionally illiterate. And the United States is in forty-ninth place among the one hundred and twenty-eight countries of the United Nations in terms of literacy. Former secretary of education William J. Bennett is on record saying that only English "will ensure that local schools will succeed in teaching non-English-speaking students English so that they will enjoy access to the opportunities of the American society."**

Freire: Yes, yes. But if education in only English can guarantee the linguistic minorities a better future, as Bennett promises, why do the majority of black Americans, whose ancestors have been speaking English for more than two hundred years, find themselves still relegated to the ghettos? I am not an American and I am not the one to address your problems. I can, however, speak about the school I dream of. As educators we should never forget that the popular class has a syntax and linguistic code that differs form that of the dominant class. Take black English. Black Americans' linguistic code reflects their reality, their lived experience in history: the sense of daily alienation, the struggle to survive substandard living conditions, the drug culture. Educators need to understand how different dialects encode different worldviews.

Omni: **At what point do you as an educator begin to teach the standard language? Or isn't that important?**

Freire: I am continually misunderstood on this subject. I oppose allowing an underprivileged child to get away without knowing the standard language, the so-called "correct" Portuguese. I have been accused of denying kids access to proper standards and of ignoring grammatical errors. This is not true. But I have respect for the popular culture and language. A so-called "error" in language is only a brief moment in the search for getting it right. Each time, however, the teacher highlights an error, usually in red pencil, he gives the message: You don't know anything, you don't know how to speak or write. The child eventually internalizes the message because we are language animals. Only through full appropriation of the dominant standard language do students become empowered and begin to understand the oppressive nature of their society. When they know the standard language, they may engage the wider society in dialogue--and challenge it.

Omni: **Has any event or series of events crucially influenced your life's work?**

Freire: When the 1929 stock market crash began to affect Brazil's economy, my family often didn't have enough food to eat. I fell behind in school. Before that, our family was situated between the working and middle class. I had friends who ate less and dressed in shabbier clothes than I did. I also had friends who ate more and dressed better. That experience, looking on both sides of the fence, had a profound impact on me. I discovered there was something basically wrong in the organization of society. I still remember asking how it can be possible that God wants some people to be poor and some rich. God was good, I had been taught by my mother, a woman with the rigid ethics of a devout Catholic. So I concluded that neither God nor destiny could be responsible for the divisions in society, though I could not find any satisfactory explanations. At age eleven I vowed to do anything I could to alleviate hunger in the world. One day my brothers and I caught a neighbor's chicken that had wandered into our yard. We killed it. My mother heard the chicken's cries and came running. I expected her to punish us, give the chicken back to the neighbor, and ask him to forgive us. But she picked it up, went to the kitchen, and we ate it. But I've often wondered what sort of turmoil she went through as she stood there looking at the dead chicken, then at us, deciding if she should return it or feed us. Another important event was the day my mother, after hunting for a school that would take me without pay, said, "My son, I met a man who will open the door of his school to you. He's got one condition: that you love to study." When this man allowed me to enroll in his private school, one of the best in Recife, without knowing my mother, he demonstrated what it means to love others and showed me the importance of helping others. I've never believed in the statement, "I made myself." Self-made men do not exist. In the corners of the streets where the self-made man lives, there are many people hiding. We do not make ourselves alone. I ended up teaching at that school. After my first wife died, I married the daughter of the man who opened his doors to me.

Omni: **You dream of a different world. What does it look like?**

Freire: My dream is of a society in which saying the "word" is to become involved in the decision to transform the world. Today the majority of the people are silent. Why should they have to muffle their discussion, their dissent? When they are called upon to read, why do they read only the dominant discourse? From my childhood to my exile, from my exile to my return, I have searched for an education that stands for liberty and against the exploitation of the popular classes, the perversity of the social structures, the silence imposed on the poor--always aided by an authoritarian education. I have searched for a pedagogy of indignation. Because my commitment is to a future that builds itself in the changing present, I have learned to remain curious.

Omni: **Do you think we're witnessing the "failure of Communism, of socialism"?**

Freire: In moments of great historical upheaval, it's difficult to read accurately what is really happening. To me, the people in Eastern Europe are rejecting authoritarianism. They are not necessarily trading the socialist project for the capitalist project. They are rejecting socialist project. The people are standing together and saying "no" to the negation of subjectivity. It is a collective reaffirmation of self, of myself, of yourself, of us. The people are saying no to those who have deprived them of their right to think, to question, to be subjects of their own history--to be curious.

I am not really interested in predicting which political project will win. I was in East Germany in the Seventies and denied the opportunity to visit any school. **Pedagogy of the Oppressed** was banned. Today I am sure they are reading it. Two months ago I spoke in Japan, and a young man from Soviet Union approached me and said, "Professor, it is a pleasure to finally meet you. Today we not only are reading your books, we are using you ideas." Do the changes Gorbachev has initiated mean that he now prefers capitalism? I don't think so. But Gorbachev does realize that a political system cannot remain in power forever. Without risking, it is impossible to create. Americans are prejudiced against any project that even vaguely looks Marxist or socialist. To the epochal changes occurring in Eastern Europe or the Soviet Union, Americans cry out: Failure of Communism, failure of socialism. Americans should study the power of their own prejudice. Perhaps, in the process, they would find areas in their democracy in which freedom does not exist. Sixty million functional illiterates in America represents a failure of something.

The Paulo Freire System

The Initial Period of Motivation

Paulo Freire begins with the principle that "to educate is not to introduce someone into a ready-made world, but to help him transform the world." For him, education is the popular participation (of the people) in the development; it is the insertion of the critical judgement of man into the historical process.

Man, in the very process of education, should pass from an accepting conscience to a conscience that is critical, awaking in him a new mentality: an adherence to the necessity of changes as a foundation for development.

He will be alerted to the dangers of his time so that, conscious of them, he may gain strength and courage to fight. Otherwise he will be carried along blindly, lose his own "ego" and become submissive to external prescriptions.

Only an education which puts him in constant dialogue with others, which predisposes him to constant revision and critical analysis of his findings, will make him a "real man" -- characterized by a certain spirit of rebellion, in the most human meaning of the expression.

This education, instead of leading men to quietistic positions, will lead them to seek the truth in common, "listening, questioning, investigating."

The "Paulo Freire System" of education consists fundamentally in:

a) A method that is active, dialogical and critical.
b) A change in the content of education.
c) The use of techniques such as Reduction and Codification.

The method was widely used in Brazil and, as the author says in a recent book, is now being introduced into Chile, principally in the field of literacy courses for adults.

The system can be synthesized as follows:

1) There is no need of a book (manual); the work of teaching can be carried out in many ways: on a blackboard, on a black wall, with prepared cards, with film projectors, (the best way no doubt) etc., anyway suitable to the means at the disposal of the group. It is, hence, a method that can be popularized independently of financial means--dependent only on the good-will of people who want to help eliminate illiteracy.

2) It is a method in which the materials used are of local origin. To teach someone to read and write, the vocabulary is the one used by the local people (generating words). In the choice of words, two things must be watched: otherwise the words may not be motivating ones:

a) that the words be of high sociological content and familiar to the group of illiterates.

Thus they will feel that their own life is being discussed and their problems considered.

b) that they be words which cover most life situations so that, through them, the difficulties of reading may be overcome.

Paulo Freire selects words through research in the universal vocabulary of the community and through interviews (previous) with the group to be trained. A technical team afterwards selects the words which cover a variety of situations.

3) The Generating Words (or teaching words) should be presented in a sociological context (a local scene which can be summed up in a word). This figurative context gives a psychological foundation for the word in the mind of an illiterate, allowing him to create other words. The word WORKING presented in the context of poor people at work, can lead to the making up of other words when the same syllables or letters are used as in the generating word, e.g., king, ring, wing, wrong, etc.

4) The words are presented by way of a picture or figure and a discussion should be carried on about the picture (not more than 20 people). The role of the coordinator is to lead the group. The livelier the debate, the more ideas shared. It is even good if the discussion be long and lively. He should not allow one or more to remain silent. He should question all who are present; should stimulate them to speak up; should ask clarifying questions. He should not give his own ideas and should try to prolong the discussion, always pointing to the figure or drawing and showing new aspects. When the discussion has run out, he will call attention to the many words that have been spoken. He will explain that a living scene can be painted and a painted scene can be spoken about or written about. He will then explain what writing means. He will then discuss the role of reading in human life. Each one will be stimulated to say something about the usefulness of writing. Why should one want to be taught? What will he do when he has learned to read and write? The coordinator should remember that illiterate people are usually shy, closed up; hence a "pleasing" atmosphere should be created so that all may be at ease.

5) The learning process takes place in a group. It is not the coordinator who teaches; the group itself teaches itself through discussion. This is fundamental. Hence the coordinator would be intelligent who stimulates and does not inhibit the group. If the discussion were in the dark or in dim light, all the better, as the people in the group would more easily lose their inhibitions.

6) In this method there is no memorizing of words but only of syllables or letters. These are offered as a problem which should be solved by the group. The group should be stimulated by the coordinator to discover words, to form words, to find similarities and differences. One does not say that such a letter has such a form: the group is led to discover the difference between "J" and "I", between "A" and "E". Always it is the group which should discover the form of the letters, syllables, words. Let them use their own vocabulary to describe the syllables and letters.

7) The syllables and letters presented in class are copied on a small card and given to each participant to take home so as to try to form new words there; e.g., with the word "union" one can form the words "no", "on", "in", "nun", etc. What is given to the illiterate is not something

to read but the syllabic material with which to form words. This is an entirely new process of forming literate people. Instead of a man in a passive attitude in front of a text, we have an active person constructing words with the "keys" (syllables and letters) which he has discovered in the generating word. This is fundamental to the whole method.

8) Writing is a concomitant action. As soon as the word is presented, the very act of visualizing it, unconsciously the teaching of writing begins. When the illiterate discovers, for example, that "J" is a "pole" with a "little curve" on the bottom, he has already, psychologically, learned to write it. The only thing left is the training in graphic reproduction which can be done in class or at home. To teach writing, the coordinator had to lead the group to "study" each letter. The best way to study it is to ask: "What does G look like? What is the difference between and "E" and "F?" Each detail of the letter should be studied to facilitate the writing.

9) The conduct of the teacher in this method is entirely different from the teacher in other disciplines. Nothing is done by him -- all is done by the student. His role is to point out what the illiterate has not seen. This form of acting gives dignity to the group, makes it feel important, participating, building, challenged by a situation which demands an intelligent answer. This period of visualization and decodification should last as long as necessary.

10) The teacher (coordinator) should alternate the questions, at one time visualizing one detail, again calling attention to the whole. Learning is a structure, a totality; that only becomes fixed which is transformed into the whole situation. This is another important point that the former pedagogy (catechetical method, etc.) did not consider enough. It is the structure which sustains the permanence of the learning in the mind of the person. For this reason, the method is very efficient: there are not thousands of details, but some units (generating words) which serve as "keys" for the whole process of reading. It is for this reason that literacy can be attained by the use of so few words. In other methods, it had been necessary to learn practically every word.

The Initial Period of Motivation

1) This method does not throw the illiterate immediately into the process of becoming literate. It begins with a long period of motivation. The majority of illiterates are not very interested in becoming literate. It is necessary that a man understand that his illiteracy is something that diminishes his dignity as a man. What has been closed to him is a very important door that leads to culture. He must be led to really desire to become literate.

2) All men are created equal -- so says Christian doctrine and all the constitutions of governments. But in practice what exists are people who rule and those who are ruled. Hence it is necessary, first of all, to transmit to the illiterate the idea that all men are equal and that there should not be some privileged over and above their brothers. Reading is the door that opens to a world once shut off from the illiterate.

3) In general, the illiterates are profoundly pessimistic and fatalistic. (God gives good luck. I am not under the right star. Whoever wants to be great is born with a vicious strain, etc.) It is this fatalism which makes them sub-human. It is, hence, necessary to show each man that he has the dignity of King of Creation. His failings hide the most perfect being in the universe.

4) The illiterates do not have any idea that they are creators, that to create is typical of man. It makes no difference what the type of creation, all dignify a man. The pot made out of clay by an old woman is a work of creation equal to the poem or symphony of an artist. Because he creates is the reason man is the image and likeness of God.

5) The illiterate does not know that the clothes made of leather are part of a culture, that the building of a home is part of a culture. He thinks that there are some men who have a magic power and are owners of the world. He doesn't even have the courage to criticize. The world for him is an unfathomable mystery, ruled by magic. These illiterates are not really men. They are objects manipulated by other men. It is necessary, first of all, to lead them to discover their dignity, that they can be rulers of their own destiny.

6) They should believe that democracy is the regime of the common man, that all can come to direct their lives and the community, that good common sense can lead a man along this path, to attain this the illiterate received an intelligence from God.

7) It is also necessary to convince an illiterate that he is the most perfect being in creation, that he can rule nature and put it at his service, that all that man builds is a form of conquest over nature, that in the measure that man becomes more powerful by the accumulation of culture (producing homes bridges, poems, etc.) nature becomes his servant.

8) The illiterate does not know that he is already a cultured man: he knows many things that the "learned man" does not know. Ask a bricklayer how he builds a house; he should give a real lesson to the group. Every member of the group should know how to make something; it is enough for the coordinator to open up this aspect of the culture of the group. Convinced of this, the phenomenon of enthusiasm appears in the group -- and it is used to encourage the learning of reading, another form of culture.

9) There is produced, in this way, a psychological disequilibrium in the illiterate. He is no longer a conformist. He knows now that he knows. He sees that he has always been ruling nature. He knows now that he is a man like others. He knows that he was passive before, but can become active. He knows now that he is ruler of the world--a man.

10) He is now prepared for the struggle to become literate. He is motivated. He is happy because he will enter, through reading, into a new world. There is not much sense in teaching a man how to read and write simply to "write out his name." It is a new life that begins with literacy. The coordinator who does not succeed in forming this spirit in his group would do better to stop: he is really not doing anything for his brother.

CODES AS TEACHING MATERIAL IN ADULT/ADULT LEARNING

What is a code?

Once the adult educator has chosen a theme for representation to the community, he or she codifies that theme or issue by presenting it as a problem through the medium of a play or skit, a picture, a song or a pantomime. It may happen that the folk material of the community has a proverb or a song that actually catches this theme. Robert Russell (1978) writes of the community players in Ghana who collaborate in adult education programs by codifying themes into skits or plays which are performed for the village and discussed as codes.

For example, a theme discovered among the elderly in an urban community was loneliness. Having heard this issue referred to many times, by all groups in the community in emotionally charged language, the adult educators set about preparing a code to use at a meeting of the community which included many of the elders. The code in this case was a simple play with three characters: an old woman, and her son and daughter-in-law. The code presented the problem--just the problem--starkly, without distractions or implied solutions. The play presented the problem briefly, largely, clearly. A local proverb about the loneliness of old age when one had ungrateful children capped the performance. In this situation, the son and his wife played the heartless children who were quite content to visit their mother once a month; who did not bring along the grandchildren because they were a bother in the car; who made a hasty visit because they had other things to do that afternoon.

The code, then, is an instrument designed to bring the generative theme back to the people in such a way that they can reflect upon it and analyze it and see what can be done about it. The example above describes a short play, but a song or a picture (even a rough stick-figure sketch) can be effective in codifying a theme.

How do you use the code?

Once the code is prepared and has passed the tests of:

simplicity: one issue only
largeness: designed to life size
brevity: uncluttered and short
problem-posing: stating, not solving, the problem

it is presented to the community to whom it relates. This is inevitably a rich experience, as people laugh and respond energetically: "That's us!"

In our program, Community Education for Development, we used five questions for discussion, in this order:

#1 What do you see happening here?
#2 Why does it happen?

Small groups were asked to deal with these two questions and then report their responses briefly to the large group. It was often the case that all of the groups had similar responses, which firmly corroborated the analytical skill of the community.

Two other questions can also be dealt with in small groups.

#3 Does this happen in your life?
#4 If so, what problems does it cause?

If the code is a very sensitive one, it is wise to omit these, or to ask them as individual reflection questions, not for sharing. If this is done, time can be given for private reflection and, if desirable, some reflection in public on responses to #4: "What problems are caused by this situation?"

These responses, like those to question #2, are written in brief on newsprint under the headings:

Why does it happen?
What problems does it cause?

Then question **#5, "What can we together do about it?"**, is discussed in small groups, with suggestions coming from the groups, and written on a third sheet of newsprint under the heading:

What can we together do about it?

These five questions relating to a theme expressed by a community provide real praxis for that community: the chance to move from the present action (the issue or problem) through reflection, to new action (the plan). This can be shown in a flow chart:

Do	Look	Reflect	Change
Present Situation	Analysis via code	Decision to act differently	Planning and implementing change

During this flow the community may come to realize their need for new information or data. This is where a lecture or input from an educator can come in, on demand, with a highly motivated audience listening in terms of their real problem. The agenda is theirs; the lecture serves their need. It should be kept short and should deal only with the issue being discussed.

The flow chart can be shown to relate directly to the five questions:

Doing Looking	1. What do you see happening here?
Reflecting	2. Why does this happen?
	3. Does it happen in your situation?
	4. What problems does it cause?
Changing	5. What can we together do about it?

Invite the group at this time to consider where the picture or the play or the song (the code) came from. Explain the idea of a code, catching and representing to a community those generative themes that are such deeply felt issues that they move people to action. Show how the new input came in relation to the real life issue that was being discussed and dealt with.

We have seen in Chapter I that adult learning is most effective if based on life experience and if it results in knowledge that seems to be immediately useful and related to a real problem. The code is a community's life problem represented to them for analysis and an action plan via the five questions.

What makes a good code?

If the theme were that of loneliness of urban folk, a picture code might show an old man sitting in a room with a TV in one corner, dishes of food on a table and pictures of a woman and children on the bookcase. The man is smoking, and there is an empty glass at his elbow. His face is sad. A calendar on the wall has the dates crossed off.

The picture is simple, and all of the items fit into the theme. It is uncluttered and large enough for all to see clearly. Thus it serves its purpose as representing the theme of loneliness. Note that Question #1 elicits a subjective response: "What do you see happening here?" Each person then can say what his or her experience deems appropriate.

The elements mentioned above: simplicity, clarity, largeness, brevity (if a play), and problem-posing (not problem solving) are the best guides to measuring a useful code. If the response to a code is unexpected, it is the task of the educators to discover what needs to be done in future codes to avoid confusion or ambiguity. Picture codes are not easy to draw; we found stick figures useful but very limited. The advantage of picture codes over plays or songs is that they remain on the wall for reference during the discussion.

Photographs have a great potential as codes. However, they would be used more economically in a large-scale program where resources were available for printing and enlarging suitable pictures. The photograph must be skillfully framed and, to allow for clarity, there must be only one single issue portrayed. If a group will have to take time trying to comprehend the photograph, it is not a workable code.

A code is not a teaching picture. It does not show what one should or must do: it portrays the problem in order to stimulate analysis by the community. It is not, in the traditional sense, a visual aid.

The same qualities of clarity, simplicity and singleness apply to the use of a play as a code. Characters should be few and their roles precise. The play also presents the problem, starkly, and not a solution. For example, on the theme of loneliness of the aged, the setting of the play can be the same as that of the picture: a room with little furniture in which an old man sits watching TV or listening to the radio. A salesman knocks at the door, and the old man greets him warmly. Aware that he has no potential sale here, the salesman is abrupt and leaves quickly although the old man invites him to have a cup of coffee and chat a bit.

Such a play-code is most effective if it is very brief. It must be carefully rehearsed by the two or three characters involved. The play is meant to be a brief, clear, emphatic slice of life, inviting analysis by the community who will then use the five questions to discuss the situation represented.

The play is not a traditional teaching tool. It does not show how life should be, but rather how it is. It is then the task of the community to analyze and to plan. They can say what causes this problem, what other problems flow from this situation, and what they together can do about it.

The best evaluation of a code is the response it evokes in the community. A simple checklist to determine the quality of a code is this:

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Picture	Play
large	simple: few characters
clear	short
only one issue/problem	only one issue/problem
relevant to this community	relevant to this community

Frequently, a code that works well with one group will not be effective with a different community. The level of sophistication and language use of the group is a serious consideration.

Adult/Adult learning means that the teacher is always listening, learning and creating new designs to meet the needs and themes of the adults s/he serves. The design and use of codes to stimulate problem analysis in a community of adults is a challenging and demanding educational task.

What about the five questions?

These five questions have been carefully designed, as was pointed out, to move from general analysis to particular analysis, and thence to planning.

The use of the five questions varies from group to group. Sometimes it is best to work in clusters, at other times to work in the large group or to use buzz groups for Question #5. The order is not readily changed, but it is possible to leave some out.

In one village, where we were using a very apt code of a picture of a man beating his wife, the young Tanzanian facilitator omitted questions #3 and #4:

#3 Does this happen in your life?
#4 What problems does it cause?

Later, he explained that it would have been too painful for men and women to say "Yes" to question #3, and the resulting problems were clear to the whole community. He was sensitive enough to the group, respecting them enough, to move them to the planning phase immediately after general analysis via questions #1 and #2:

#1 What do you see happening here?
#2 Why does it happen?

That young man showed the kind of skill that comes with practice, not only of the use of codes, but of the principles of adult learning mentioned in Chapter I.

Can codes be used for any discipline?

All men and women have problems in all areas of their lives. Consider the issues of nutrition and these two ways of dealing with it in an adult context.

In a prosaic approach, a nutritionist will gather a group of interested adults together and show films or pictures on basic diet, the seven basic foods, how to eat well on a small budget and how to eat for health. He or she will answer questions at the end of the film or demonstration or lecture, and the group will go home to a sweet night cap before retiring, or a glass of beer and a dish of nuts while watching the late news. Even as they eat this, they can say: "I know I shouldn't, but . . ."

In an Adult/Adult learning approach, the issue is identified by the listening survey, as when an educational team has heard the fear of heart trouble and the embarrassment of obesity mentioned frequently. In a team meeting, they prepare a picture showing a heavy young man opening the refrigerator door. That's all. This code is presented to a youth group who have often been heard mentioning the issue, and they are invited to deal with the issue through the five questions.

When they come to Question #5, "What can we together do about it?", it might well be the decision of the group to have films and lectures on good nutrition, or to plan an exercise club, or to set up special diets for health. In all these cases, they will need input, new information and knowledge. But when it comes, they will be highly motivated to make use of it: it is in terms of their lives and their problems.

The essential differences in the two approaches is that the prosaic one offers the answer before the question is asked. Sometimes that is necessary, as in teaching someone to drive a car, or use a power motor, or to do skilled mechanical repairs. However, there is an alternative approach for life issues, which meets students as adults with real problems and which draws on their ability to respond to those issues creatively. The Adult/Adult approach does not offer any answer: it offers the problem and a way to respond to it.

Traditional Approach	Adult/Adult Approach
Announcement: a lecture on nutrition Monday night	Survey: the issues of obesity and waste comes up often
Lecture and film on good diet and good nutrition	A code is prepared by the team
	Presented to a group of the very people who spoke of the issue
Question and answer period	Discussion with 5 Questions
	Planning for action by the group
	. . . further education

Adult Literacy: The Ingenuous and the Critical Visions

Our concept of illiteracy is naive, at best, when we compare it, on the one hand, to a "poison herb" (as is implied in the current expression "eradication of illiteracy") and, on the other, to a "disease" that's contagious and transmitted to others. Again, sometimes we see it as a depressing "ulcer" that should be "cured". Its indices, statistically compiled by international organizations, distort the level of "civilization" of certain societies. Moreover from this ingenuous or astute perspective, illiteracy can also appear as a manifestation of people's "incapacity," their "lack of intelligence," or their proverbial "laziness."

When educators limit their understanding of this complex issue, which they may not appreciate (or not wish to appreciate), their solutions are always of a mechanical character. Literacy, as such, is reduced to the mechanical act of "depositing" words, syllables, and letters *into* illiterates. This "deposit" is sufficient as soon as the illiterate student attaches a magical meaning to the word and thus "affirms" himself or herself.

Written or read, words are, as it were, amulets placed on a person who doesn't say them, but merely repeats them, almost always without any relation to the world and the things they name.

Literacy becomes the result of an act by a so-called educator who "fills" the illiterate learner with words. This magical sense given to words extends to another ingenuity: that of the Messiah. The illiterate is a "lost man." Therefore, one must "save" him, and his "salvation" consists of "being filled" with these words, mere miraculous sounds offered or imposed on him by the teacher who is often an unconscious agent of the political policies inherent in the literacy campaign.

The Texts

From a methodological or sociological point of view, primers developed mechanistically, like any other texts, cannot escape a type of original sin however good they may be, since they are instruments for "depositing" the educator's words into the learners. And since they limit the power of expression and creativity, they are domesticating instruments.

Generally speaking, these texts and primers are developed according to mechanical and magical-Messianic concepts of "word-deposit" and "word-sound." Their ultimate objective is to achieve a "transfusion" in which the educator is the "blood of salvation" for the "diseased illiterate." Moreover, even when the words from which a text is developed coincide with the existential reality of illiterate learners (and this rarely occurs), they are presented as clichés; the words are never created by the ones who should have written them.

Most often these words and texts have nothing to do with the actual experience of illiterate learners. When there is some relationship between the words and the learners' experience, its expression is so contrived and paternalistic that we don't even dare call it infantile.

This way of handling illiterates implies a distorted opinion--it is as if illiterates were totally different from everyone else. This distortion fails to acknowledge their real-life experience and all the past and ongoing knowledge acquired through their experience.

As passive and docile beings (since this is how they are viewed and treated), illiterate learners must continue to receive "transfusions." This is, of course, an alienating experience, incapable of contributing to the process of transformation of reality.

What meaning is there to a text that asks absurd questions and gives equally absurd answers? Consider this example. *Ada deu o dedo ao urubu?* "Did Ada give her finger to urubu?" The author of the question answers, "I doubt that Ada gave her finger to the bird!"

First, we don't know of any place in the world where one invites the *urubu* (vulture in Portuguese) to land on one's finer. Second in supplying an answer to his own strange question, the author implicitly doubts that the *urubu* is a bird, since he expects the student to answer that Ada gave her finger to "the bird," rather than "to *urubu*."

What real meaning could texts such as these have for men and women, peasants or urbanites, who spend their day working hard or, even worse, without working. Let us consider these texts, which must be memorized: *A asa é da ave*--"The wing is of the bird"; *Eva viu a uva*--"Eva saw the grape"; *João já sabe ler. Vejam a alegria em sua face. João agora vai conseguir um emprego*--"John already knows how to read. Look at the happiness in his face. Now John will be able to find a job."

These texts are usually illustrated with cute little houses, heartwarming, and well decorated, with smiling couples fair of face (usually white and blond), well-nourished children sporting shoulder bags, waving goodbye to their parents on their way to school after a succulent breakfast.

What positive view can peasants or urban workers gain for their role in the world? How can they critically understand their concrete oppressive situation through literacy work in which they are instructed with sweetness to learn phrases like "the wing of the bird" or "Eva saw the grape"?

By relying on words that transmit an ideology of accommodation, such literacy work reinforces the "culture of silence" that dominates most people. This kind of literacy can never be an instrument for transforming the real world.

The Learners

If this literacy approach does not have the necessary force in itself to fulfill at least *some* of the illusions it transmits to the students (such as the implicit promise in one example that the illiterate who learns to read will now "find a job"), sooner or later this approach will end up working against the soothing objectives of the very system whose ideology it reproduces.

Consider ex-illiterates who were "trained" by reading texts (without, of course, their analyzing what is involved in the social context) and who can read, even though they do so mechanically. When looking for work or better jobs they can't find them. They, at least, understand the fallacy and impossibility of such a promise.

Critically speaking, illiteracy is neither an "ulcer" not a "poison herb" to be eradicated, nor a "disease." Illiteracy is one of the concrete expressions of an unjust social reality. Illiteracy is not a strictly linguistic or exclusively pedagogical or methodological problem. It is political, as is the very literacy through which we try to overcome illiteracy. Dwelling naively or astutely on intelligence does not affect in the least the intrinsic politics.

Accordingly, the critical view of literacy does not include the mere mechanical repetition of *pa, pe, pi, po, pu* and *la, le, li, lo, lu* to produce *pula, pêlo, láli, pulo, lapa, lapela, pílula,* and so on. Rather, it develops students' consciousness of their rights, along with their critical presence in the real world. Literacy in this perspective, and not that of the dominant classes, establishes itself as a process of search and creation by which illiterate learners are challenged to perceive the deeper meaning of language and the word, the word that, in essence, they are being denied.

To deny the word implies something more: It implies the denial of the right to "proclaim the world." Thus, to "say a word" does not mean merely repeating any word. Indeed, such repetition constitutes one of the sophisms of reactionary literacy practice.

Learning to read and write cannot be done as something parallel or nearly parallel to the illiterates' reality. Hence, as we have said, the learning process demands an understanding of the deeper meaning of the word.

More than writing and reading "the wing is of the bird," illiterate learners must see the need for another learning process: that of "writing" about one's life, "reading" about one's reality. This is not feasible if learners fail to take history in hand and make it themselves--given that history can be made and remade.

Both the learner and the educator need to develop accurate ways of thinking about reality. And this is achieved, not through repeating phrases that seem to be nonsensical, but by respecting the unity between practice and theory. It is most essential to liberate the equivocal theory by which learners usually become victims linked to verbalism, to nonsensical syllables that are just a waste of time.

This explains such oft-repeated expressions as "You'd have much better results if education were less theoretical and more practical," or "We need to eliminate these theoretical courses."

This also explains the distinction made between theoretical and practical men and women, the former considered to be at the periphery of action while the latter realize it. A distinction should be made, however, between theoreticians and verbalists. Theoreticians then would also be practitioners.

What should be contrasted with practice is not theory, which is inseparable from it, but the nonsense sounds of imitative thinking.

Since we can't link theory with verbalism, we can't link practice with activism. Verbalism lacks action; activism lacks a critical reflection on action.

It's not that strange, then, for verbalists to retreat to their ivory tower and see little merit in those who are committed to action, while activists consider those who conceptualize an act as "noxious intellectuals," "theoreticians," or "philosophers" who do nothing but undercut their work.

For me, I see myself between both groups, among those who won't accept the impossible division between practice and theory, since all educational practice implies an educational theory.

Theory and Practice

The theoretical foundations of my practice are explained in the actual process, not as a *fait accompli*, but as a dynamic movement in which both theory and practice make and remake themselves. Many things that today still appear to me as valid (not only in actual or future practice but also in any theoretical interpretation that I might derive from it) could be outgrown tomorrow, not just by me, but by others as well.

The crux here, I believe, is that I must be constantly open to criticism and sustain my curiosity, always ready for revision based on the results of my future experience and that of others. And in turn, those who put my experience into practice must strive to recreate it and also rethink my thinking. In so doing, they should bear in mind that no educational practice takes place in a vacuum, only in a real context--historical, economic, political, and not necessarily identical to any other context.

A critical view of my experience in Brazil requires an understanding of its context. My practice, while social, did not belong to me. Hence my difficulty in understanding my experience, not to mention in my applying it elsewhere without comprehending the historical climate where it originally took place.

This effort toward understanding, required of me and others, again highlights the unity between practice and theory. But understanding the relationship between practice and theory in education also requires seeing the connection between social theory and practice in a given society. A theory that is supposed to inform the general experience of the dominant classes, of which educational practice is a dimension, can't be the same as one that lends support to the rejustification of the dominant classes in their practice. Thus, educational practice and its theory cannot be neutral. The relationship between practice and theory in an education oriented toward liberation is one thing, but quite another in education for the purpose of "domestication." For example, dominant classes don't need to worry about the unity between practice and theory when they defer (to mention only one example) to so-called skilled labor because here the theory referred to is a "neutral theory" of a "neutral technique."

Adult literacy is now heading toward another alternative.

The first practical requirement that a critical view of literacy imposes is that of generative words. These are the words with which illiterate learners gain their first literacy as subjects of the process, expanding their original "restrictive vocabulary universe." These words incorporate a meaningful thematic of the learners' lives.

The educator can organize a program only through investigating this vocabulary universe; the world defined by the given words. The program in this form comes from the learners and is later returned to them, not as a dissertation, but as a problem or the posing of a problem.

Conversely, through the other kind of practice we discussed earlier, when the educator develops his primer, at least from a sociocultural point of view he arbitrarily selects his generative words from books in his library, a process generally considered valid throughout the world.

In a critical approach, it's most important to select generative words in relation to language levels, including the pragmatic. Further, these words cannot be selected according to purely phonetic criteria. A word can have a special force in one area, for instance, and not in others: This variation in meaning can occur even within the same city.

Let's consider another point. In a mechanical practice of literacy, the primer's author selects words, decomposes these words for the purpose of analysis, and composes them in conjunction with other words with identical syllables; then, using these fabricated words, he writes his texts. In the practice that we defend, generative words--people's words--are used in realistic problem situations ("codifications") as challenges that call for answers from the illiterate learners. "To problematize" the word that comes from people means to problematize the thematic element to which it refers. This necessarily involves an analysis of reality. And reality reveals itself when we go beyond purely sensible knowledge to the reasons behind the factors. Illiterate learners gradually begin to appreciate that, as human beings, to speak is not the same as to "utter a word."

Illiteracy and Literacy

It is essential to see that illiteracy is not in itself the original obstacle. It's the result of an earlier hindrance and later becomes an obstacle. No one elects to be illiterate. One is illiterate because of objective conditions. In certain circumstances "the illiterate man is the man who does not need to read." In other circumstances, he is the one to whom the right to read was denied. In either case, there is no choice.

In the first case the person lives in a culture whose communication and history are, if not always, at least mostly oral. Writing does not bear any meaning here. In a reality like this, to succeed in introducing the written word and with it literacy, one needs to change the situation qualitatively. Many cases of regressive literacy can be explained by the introduction of such changes, the consequence of a Messianic literacy naively conceived for areas whose tradition is preponderantly or totally oral.

From various opportunities I have had to converse with Third World peasants, especially in areas where conflicts arose in their experiments with agrarian reform, I've heard expressions like these: "Before agrarian reform we didn't need letters. First, because we didn't used to think. Our thinking belonged to master. Second, because we didn't have anything to do with letters. Now, things are different." In this case, the person recognizes his or her illiteracy to be the result of objective conditions.

In the second case, by participating in a literate culture, the person who cannot read comes to be considered illiterate. The illiterate in this instance is one who hasn't had the opportunity to become literate.

I'll never forget the description given by a peasant from the Brazilian northeast during a discussion of two codifications that we presented. The first presented an Indian hunting with his bow and arrow; the second, a peasant like himself, also hunting, with a rifle. "Between these two hunters," he asserted, "only the second can be illiterate. The first is not."

"Why?" I asked him. Smiling as if surprised by my question, he answered, "One cannot say that the Indian is illiterate because he lives in a culture that does not recognize letters. To be illiterate you need to live where there are letters and you don't know them."

Truthfully, the illiterate learner can understand this in its deeper sense only when he or she recognizes that his or her own illiteracy is problematical. And this awareness won't come through phrases like "Eva saw the grape" or "the wing of the bird" or "Ada gave her finger to the *urubu*."

Again we emphasize that in the practice we propose, learners begin to perceive reality as a totality; whereas in a reactionary practice learners will not develop themselves, nor can they develop a lucid vision of their reality. They will overuse what we call a focalist vision of reality, by which components are seen without integration in the total composition.

Transformative Literacy

As illiterate learners go on to organize a more precise form of thinking through a problematical vision of their world and a critical analysis of their experience, they will be able increasingly to act with more security in the world.

Literacy then becomes a global task involving illiterate learners in their relationships with the world and with others. But in understanding this global task and based on their social experience, learners contribute to their own ability to take charge as the actors of the task--the praxis. And significantly, as actors they transform the world with their work and create their own world. This world, created by the transformation of another world they did not create and that now restrains them, is the cultured world that stretches out into the world of history.

Similarly, they understand the creative and regenerative meaning of their transformative work. They discover a new meaning as well. For instance , chopping down a tree, cutting it into pieces, and processing the logs according to a plan will create something that is no longer a tree. Thus they come to appreciate this new thing, a product of their efforts, is a cultural object.

From discovery to discovery, they reach the fundamental truth:

(a) Obstacles to their right to "utter the word" are in direct relationship to the establishment's lack of appreciating them and the product of their work.
(b) Given that their work provides them a certain knowledge, it's not highly significant that they are illiterates.
(c) Finally, human ignorance and knowledge are not absolute. No one knows everything. No one is ignorant of everything.

From my experience in Brazil and from my past practice in Chile, these truths have been continually confirmed.

In discussing the meaning of work, an old Chilean peasant once said, "Now I know that I'm a cultured man." When asked why he felt cultured, he replied, "Because through work and by working I change the world."

This type of affirmation reveals people seeing at a truly practical level that their presence in the world (through a critical response to this presence) is implied by the knowledge that they are not only in the world but *with* the world.

It's an important new awareness when we realize we are cultured because through work and by working we change the world (even though there's a lot to be done between the recognition of this and the real transformation of society). This understanding cannot be compared with the monotonous repetition of *ba, be, bi, bo, bu.*

"I like talking about this," a woman said, also a Chilean, pointing to the codification of her own living situation, "because that's the way I live. But while I am living this way, I don't see it. Now, yes, I can see the way I am living."

Challenged by her own way of living as depicted in the codification, this woman could understand her life in a way she couldn't see before. She did this by an "immersion" in her own existence, by "admiring" it. Making the way she lives obvious in her consciousness, describing it and analyzing it, amount to an unveiling of her reality, if not a political engagement for her transformation.

Recently we had a chance to hear similar statements during a discussion of a neighborhood street scene from a man who lives in New York.

After quietly studying the scene in some detail--trash cans, garbage, other typical aspects of a slum--he suddenly said, "I live here. I walk on these streets every day. I cant' say that I ever noticed all this. But now I understand what I didn't used to see." Basically, this New Yorker understood on that night his previous perception. He could correct his distorted view by distancing himself from his reality through its codification.

Correcting one's earlier perception isn't always easy. The relation between subject and object means that revealing an objective reality equally affects its subjective qualities, and sometimes in an intensely dramatic and painful manner.

Under certain circumstances, in a kind of consciousness awakening, instead of accepting reality, one avoids this through wishful thinking, which becomes real. During another discussion group in New York, we were looking over an impressive photomontage of city streets with various kinds of buildings that were representative of different social levels. Though the members of this group were doubtlessly from the lowest rung on the economic ladder, they chose a middle rung when asked to examine the montage and to find their own level.

I have also found this same resistance to accepting reality--a kind of defensiveness--among peasants and urban workers in Latin America. In Chile, during a debate on their new experience in the *asentamiento* (settlements), there were those who expressed a certain lingering nostalgia for their old masters as well as others who went on deciphering their reality in critical terms. Conditioned by dominant ideology, those who remain nostalgic not only wipe out their capacity to see their reality, but sometimes they sheepishly submit themselves to the myths of that ideology as well.

Adult literacy, as we understand it, like postliteracy, comprises some crucial elements that must be confronted.

At a time when his relationship to man and world was made problematical, another Chilean peasant claimed, "I see now there isn't any man without the world." The educator asked him one more problematical question. Suppose all human beings were dead, but there were still trees, birds, animals, rivers, the sea, the mountains--would this be a world? "No," he answered emphatically, "someone who could say 'This is the world' would be missing."

Through his response, our philosopher-peasant (an "absolute ignorant" by elitist standards) raised the dialectical question of subjectivity-objectivity.

After two months of participation in cultural discussion group activities, another peasant explained, "When we were tenants and the master would call us naive, we would say, 'Thank you, Master.' To us, that was a compliment. Now that we're becoming critical, we know that what he meant by *naive*. He was calling us fools." We asked him, "What do you mean by becoming critical?" "To think correctly," he answered, "to see reality as it is."

There is one last point to consider. All these oral reactions from cultural discussion groups should be transcribed into texts that are then given back to illiterate learners so that they can begin to discuss them.

This hardly relates to the criticized practice of having learners repeat twice, three times, and memorize "the wing is of the bird."

On the basis of the social experience of illiterates, we can conclude that only a literacy that associates the learning of reading and writing with a creative act will exercise the critical comprehension of that experience, and without any illusion of triggering liberation, it will nevertheless contribute to its process.

And, of course, this is no task for the dominant classes.

JONATHAN KOZOL

A well-known critic of American schools, Jonathan Kozol (b. 1936) has been in the forefront of educational reformers during the 1970s and 1980s. He has taught in the Boston and Newton, Massachusetts, public schools, as well as at Yale University and the University of Massachusetts at Amherst. To support his writing and research, he has been awarded numerous prestigious fellowships from the Guggenheim, Ford, and Rockefeller foundations. Kozol's books include *Death at an Early Age* (1967), for which he won the National Book Award, *Free Schools* (1972), *Children of the Revolution* (1978), and *On Being a Teacher* (1981).

The Human Cost of an Illiterate Society

This selection is a complete chapter from Kozol's *Illiterate America* (1985), a comprehensive study of the nature, causes, and consequences of illiteracy. In this chapter, Kozol speculates about the human (rather than the social or economic) consequences outlining the limitations and dangers in the lives of adults who cannot read or write.

Kozol seeks to convince readers of his book that illiteracy is a serious problem. Appearing early in the book, this chapter provides critically important support for his larger purpose of persuading readers to accept his proposals for reducing illiteracy. Elsewhere in the book, Kozol conjectures about the causes of illiteracy, but here he concentrates on the results of the phenomenon, speculating about what life is like for an illiterate. He adopts this strategy of arguing the results of illiteracy in order to demonstrate the human costs of the problem are great, so great as to pose a moral dilemma for our country.

> PRECAUTIONS. READ BEFORE USING.
>
> Poison: Contains sodium hydroxide (caustic soda-lye).
>
> Corrosive: Cause severe eye and skin damage, may cause blindness.
>
> Harmful or fatal if swallowed.
>
> If swallowed, give large quantities of milk or water.
>
> Do not induce vomiting.
>
> Important: Keep water out of can at all times to
> prevent contents from violently erupting . . .
>
> — *warning on a can of Drano*

We are speaking here no longer of the dangers faced by passengers on Eastern Airlines or the dollar costs incurred by U.S. corporations and taxpayers. We are speaking now of human suffering and of the ethical dilemmas that are faced by a society that looks upon such suffering with qualified concern but does not take those actions which its wealth and ingenuity would seemingly demand.

Questions of literacy, in Socrates' belief, must at length be judged as matters of morality. Socrates could not have had in mind the moral compromise peculiar to a nation like our own. Some of our Founding Fathers did, however, have this question in their minds. One of the wisest of those Founding Fathers (one who may not have been most compassionate but surely was more prescient than some of his peers) recognized the special dangers that illiteracy would pose to basic equity in the political construction that he helped to shape.

"A people who mean to be their own governors," James Madison wrote, "must arm themselves with the power knowledge gives. A popular government without popular information of the means or acquiring it, is but a prologue to a farce or a tragedy, or perhaps both."

Tragedy looms larger than a farce in the United States today. Illiterate citizens seldom vote. Those who do are forced to cast a vote of questionable worth. They cannot make informed decisions based on serious print information. Sometimes they can be alerted to their interests by aggressive voter education. More frequently, they vote for a face, a smile, or a style, not for a mind or character or body of beliefs.

The number of illiterate adults exceeds by 16 million the entire vote cast for the winner in the 1980 presidential contest. If even one third of all illiterates could vote, and read enough and do sufficient math to vote in their self-interest, Ronald Reagan would not likely have been chosen president. There is, of course, no way to know for sure. We do know this: Democracy is a mendacious term when used by those who are prepared to countenance the forced exclusion of one third of our electorate. So long as 60 million people are denied significant participation, the government is neither of, nor for, nor by, the people. It is a government, at best, of those two thirds whose wealth, skin color, or parental privilege allows them opportunity to profit from the provocation and instruction of the written word.

The undermining of democracy in the United States is one "expense" that sensitive Americans can easily deplore because it represents a contradiction that endangers citizens of all political positions. The human price is not so obvious at first.

Since I first immersed myself within this work I have often had the following dream: I find that I am in a railroad station or a large department store within a city that is utterly unknown to me and where I cannot understand the printed words. None of the signs or symbols is familiar. Everything looks strange: like mirror writing of some kind. Gradually I understand that I am in the Soviet Union. All the letters on the walls around me are Cyrillic. I look for my pocket dictionary but I find that it has been mislaid. Where have I left it? Then I recall that I forgot to bring it with me when I packed my bags in Boston. I struggle to remember the name of my hotel. I try to ask somebody for directions. One person stops and looks at me in a peculiar way. I lose the nerve to ask. At last I reach into my wallet for an ID card. The card is missing. Have I lost it? Then I remember that my card was confiscated for some reason, many years before. Around this point, I wake up in a panic.

This panic is not so different from the misery that millions of adult illiterates experience each day within the course of their routine existence in the U.S.A.

Illiterates cannot read the menu in a restaurant.

They cannot read the cost of items on the menu in the *window* of the restaurant before they enter.

Illiterates cannot read the letters that their children bring home from their teachers. They cannot study school department circulars that tell them of the courses that their children must be taking if they hope to pass the SAT exams. They cannot help with homework. They cannot write a letter to the teacher. They are afraid to visit in the classroom. They do not want to humiliate their child or themselves.

Illiterates cannot read instructions on a bottle of prescription medicine. They cannot find out when a medicine is past the year of safe consumption; nor can they read of allergenic risks, warnings to diabetics, or the potential sedative effect of certain kinds of nonprescription pills. They cannot observe preventive health care admonitions. They cannot read about "the seven warning signs of cancer" or the indications of blood-sugar fluctuations or the risks of eating certain foods that aggravate the likelihood of cardiac arrest.

Illiterates live, in more than literal ways, an uninsured existence. They cannot understand the written details on a health insurance form. They cannot read the waivers that they sign preceding surgical procedures. Several women I have known in Boston have entered a slum hospital with the intention of obtaining a tubal ligation and have emerged a few days later after having been subjected to a hysterectomy. Unaware of their rights, incognizant of jargon, intimidated by the unfamiliar air of fear and atmosphere of ether that so many of us find oppressive in the confines even of the most attractive and expensive medical facilities, they have signed their names to documents they could not read and which nobody, in the hectic situation that prevails so often in those overcrowded hospitals that serve the urban poor, had even bothered to explain.

Childbirth might seem to be the last inalienable right of any female citizen within a civilized society. Illiterate mothers, as we shall see, already have been cheated of the power to protect their progeny against the likelihood of demolition in deficient public schools and , as a result, against the verbal servitude within which they themselves exist. Surgical denial of the right to bear that child in the first place represents an ultimate denial, an unspeakable metaphor, a final darkness that denies even the twilight gleamings of our own humanity. What greater violation of our biological, our biblical, our spiritual humanity could possibly exist than that which takes place nightly, perhaps hourly these days, within such overburdened and benighted institutions as the Boston City Hospital? Illiteracy has many costs; few are so irreversible as this.

Even the roof above one's head, the gas or other fuel for heating that protects the residents of northern city slums against the threat of illness in the winter months become uncertain guarantees. Illiterates cannot read the lease that they must sign to live in an apartment which, too often, they cannot afford. They cannot manage check accounts and therefore seldom pay for anything by mail. Hours and entire days of difficult travel (and the cost of bus or other public transit) must be added to the real cost of whatever they consume. Loss of interest on the check accounts they do not have, and could not manage if they did, must be regarded as another of the excess costs paid by the citizen who is excluded from the common instruments of commerce in a numerate society.

"I couldn't understand the bills," a woman in washington, D.C., reports, "and then I couldn't write the checks to pay them. We signed things we didn't know what they were."

Illiterates cannot read the notices that they receive from welfare offices or from the IRS. They must depend on word-of-mouth instruction from the welfare worker--or from other persons whom they have good reason to mistrust. They do not know what rights they have, what deadlines and requirements they face, what options they might choose to exercise. They are half-citizens. Their rights exist in print but not in fact.

Illiterates cannot look up numbers in a telephone directory. Even if they can find the names of friends, few possess the sorting skills to make use of the yellow pages; categories are bewildering and trade names are beyond decoding capabilities for millions of nonreaders. Even the emergency numbers listed on the first page of the phone book--"Ambulance," "Police," and "Fire"--are too frequently beyond the recognition of non-readers.

Many illiterates cannot read the admonition on a pack of cigarettes. Neither the Surgeon General's warning nor its reproduction on the package can alert them to the risks. Although most people learn by word of mouth that smoking is related to a number of grave physical disorders, they do not get the chance to read the detailed stories which can document this danger with the vividness that turns concern into determination to resist. They can see the handsome cowboy or the slim Virginia lady lighting up a filter cigarette; they cannot heed the words that tell them that this product is (not "may be") dangerous to their health. Sixty million men and women are condemned to be unalerted, high-risk candidates for cancer.

Illiterates do no buy "no-name" products in the supermarkets. They must depend on photographs or the familiar logos that are printed on the packages of brand-name groceries. The poorest people, therefore, are denied the benefits of the least costly products.

Illiterates depend almost entirely upon label recognition. Many labels, however, are not easy to distinguish. Dozens of different kinds of Campbell's soup appear identical to the nonreader. The purchaser who cannot read and does not dare to ask for help, out of the fear of being stigmatized (a fear which is unfortunately realistic), frequently comes home with something which she never wanted and her family never tasted.

Illiterates cannot read instructions on a pack of frozen food. Packages sometimes provide an illustration to explain the cooking preparations; but illustrations are of little help to someone who must "boil water, drop the food--*within* its plastic wrapper--in the boiling water, wait for it to simmer, instantly remove."

Even when labels are seemingly clear, they may be easily mistaken. A woman in Detroit brought home a gallon of Crisco for her children's dinner. She thought that she had bought the chicken that was pictured on the label. She had enough Crisco now to last a year--but no more money to go back and buy the food for dinner.

Recipes provided on the packages of certain staples sometimes tempt a semiliterate person to prepare a meal her children have not tasted. The longing to vary the uniform and often starchy content of low-budget meals provided to the family that relies on food stamps commonly leads to ruinous results. Scarce funds have been wasted and the food must be thrown out. The same applies to distribution of food-surplus produce in emergency conditions. Government inducements to poor people to "explore the ways" by which to make a tasty meal from tasteless noodles, surplus cheese, and powdered milk are useless to nonreaders. Intended as benevolent advice, such recommendations mock reality and foster deeper feelings of resentment and of inability to cope. (Those, on the other hand, who cautiously refrain from "innovative" recipes in preparation of their children's meals must suffer the opprobrium of "laziness," "lack of imagination . . .")

Illiterates cannot travel freely. When they attempt to do so, they encounter risks that few of us can dream of. They cannot read traffic signs and, while they often learn to recognize and to decipher symbols, they cannot manage street names which they haven't seen before. The same is true for bus and subway stops. While ingenuity can sometimes help a man or woman to discern directions from familiar landmarks, buildings, cemeteries, churches, and the like, most illiterates are virtually immobilized. They seldom wander past the streets and neighborhoods they know. Geographical paralysis becomes a bitter metaphor for their entire existence. They are immobilized in almost every sense we can imagine. They can't move up. They can't move out. They cannot see beyond. Illiterates may take an oral test for drivers' permits in most sections of America. It is a questionable concession. Where will they go? How will they get there? How will they get home? Could it be that some of us might like it better if they stayed where they belong?

Travel is only one of the many instances of circumscribed existence. Choice, in almost all its facets, is diminished in the life of an illiterate adult. Even the printed TV schedule, which provides most people with the luxury of preselection, does not belong within the arsenal of options in illiterate existence. One consequence is that the viewer watches only what appears at moments when he happens to have time to turn the switch. Another consequence, a lot more common, is that the TV set remains in operation night and day. Whatever the program offered at the hour when he walks into the room will be the nutriment that he accepts and swallows.

Thus, to passivity, is added frequency-indeed, almost uninterrupted continuity. Freedom to select is no more possible here than in the choice of home or surgery or food.

"You don't choose," said one illiterate woman. "You take your wishes from somebody else." Whether in perusal of a menu, selection of highways, purchase of groceries, or determination of affordable enjoyment, illiterate Americans must trust somebody else: a friend, a relative, a stranger on the street, a grocery clerk, a TV copywriter.

"All of our mail we get, it's hard for her to read. Settin' down and writing a letter, she can't do it. Like if we get a bill... we take it over to my sister-in-law... My sister-in-law reads it."

Billing agencies harass poor people for the payment of the bills for purchases that might have taken place six months before. Utility companies offer an agreement for a staggered payment schedule on a bill past due. "You have to trust them," one man said. Precisely for this reason, you end up by trusting no one and suspecting everyone of possible deceit. A submerged sense of distrust becomes the corollary to a constant need to trust. "They are cheating me... I have been tricked... I do not know..."

Not knowing: This is a familiar theme. Not knowing the right word for the right thing at the right time is one form of subjugation. Not knowing the world that lies concealed behind those words is a more terrifying feeling. The longitude and latitude of one's existence are beyond all easy apprehension. Even the hard, cold stars within the firmament above one's head begin to mock the possibilities for self-location. Where am I? Where did I come from? Where will I go?

"I've lost a lot of jobs," one man explains. "Today, even if you're a janitor, there's still reading and writing...They leave a note saying , Go to room so-and-so...'you can't do it. You can't read it. You don't know." "The hardest about it is that I've been places where I didn't know where I was. You don't know where you are...You're lost."

"Like I said: I have two kids. What do I do if one of my kids starts choking? I go running to the phone... I can't look up the hospital phone number. That's if we're at home. Out on the street, I can't read the sign. I get to a pay phone. 'Okay, tell us where you are. We'll send an ambulance.' I look at the street sign. Right there, I can't tell you what it says. I'd have to spell it out, letter for letter. By that time, one of my kids would be dead... These are the kinds of fears you go with, every single day..."

"Reading directions, I suffer with. I work with chemicals... That's scary to begin with..."

"You sit down. They throw the menu in front of you. Where do you go from there? Nine times out of ten you say, 'Go ahead. Pick out something for the both of us.' I've eaten some weird things, let me tell you!"

Menus. Chemicals. A child choking while his mother searches for a word she does not know to find assistance that will come too late. Another mother speaks about the inability to help her kids to read: "I can't read to them. Of course that's leaving them out of something they should have. Oh, it matters. You *believe* it matters! I ordered all these books. The kids belong to a book club. Donny wanted me to read a book to him. I told Donny: 'I can't read.' He said: 'Mommy, you sit down. I'll read it to you.' I tried it one day, reading from the pictures. Donny looked at me. He said, 'Mommy, that's not right.' He's only five. He knew I couldn't read. . ."

A landlord tells a woman that her lease allows him to evict her if her baby cries and causes inconvenience to her neighbors. The consequence of challenging his words conveys a danger which appears, unlikely as it seems, even more alarming than the danger of eviction. Once she admits that she can't read, in the desire to maneuver for the time in which to call a friend, she will have denied herself in terms of an explicit impotence that she cannot endure. Capitulation in this case is preferable to self-humiliation. Resisting the definition of oneself in terms of what one cannot do, what others take for granted, represents a need so great that other imperatives (even one so urgent as the need to keep one's home in winter's cold) evaporate and fall away in face of fear. Even the loss of home and shelter, in this case, is not so terrifying as the loss of self.

"I come out of school. I was sixteen. They had their meetings. The directors meet. They said I was wasting their school paper. I was wasting pencils . . ."

Another illiterate, looking back, believes she is not worthy of her teacher's time. She believes that it was wrong of her to take up space within her school. She believes that it was right to leave in order that somebody more deserving could receive her place.

Children choke. Their mother chokes another way: on more than chicken bones.

People eat what others order, know what others tell them, struggle not to see themselves as they believe the world perceives them. A man in California speaks about his own loss of identity, of self-location, definition:

"I stood at the bottom of the ramp. My car had broke down on the freeway. There was a phone. I asked for the police. They was nice. They said to tell them where I was. I looked up at the signs. There was one that I had seen before. I read it to them: ONE WAY STREET. They thought it was a joke. I told them I couldn't read. There was other signs above the ramp. They told me to try. I looked around for somebody to help. All the cars was going by real fast. I couldn't make them understand that I was lost. The cop was nice. He told me: 'Try once more.' I did my best. I couldn't read. I only knew the sign above my head. The cop was trying to be nice. He knew that I was trapped. 'I can't send out a car to you if you can't tell me where you are.' I felt afraid. I nearly cried. I'm forty-eight years old. I only said: 'I'm on a one-way street . . .'"

Perhaps we might slow down a moment here and look at the realities described above. This is the nation that we live in. This is a society that most of us did not create but which our President and other leaders have been willing to sustain by virtue of malign neglect. Do we possess the character and courage to address a problem which so many nations, poorer than our own, have found in natural to correct?

The answers to these questions represent a reasonable test of our belief in the democracy to which we have been asked in public school to swear allegiance.

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Attachment 6: Flyer sample

PROJECT VIA
TUTOR-TRAINING WORKSHOP FLYER

EL PASO

Library tutors sought to boost adult literacy

By Ken Flynn
El Paso Herald-Post

Volunteer tutors and students are being recruited by the El Paso Public Library to participate in a new literacy program for adults, promoters said Thursday.

Project VIA, funded by a one-year, $35,000 Department of Education grant, is already in operation, said Martha A. Toscano, library literacy coordinator.

Tutors and students are encouraged to call 779-2400 for further information and registration, she said.

The project is sponsored jointly by the library and El Paso Community College.

"We hope to have a total of 140 tutors who will be trained in El Paso Community College's nontraditional approach to teaching literacy," Toscano said.

Instead of using standard phonics or rote methods, students are encouraged to use their own strengths to learn how to read and how to function in society, Toscano said.

The adults will be asked to participate in group discussions on topics that interest them, she said. The discussions lead to creative writing and problem solving.

Toscano said the program will be held at all El Paso branch library locations. She said Project VIA will offer seven tutor-training workshops on Saturdays at branch libraries.

A functionally illiterate person, as stated in the National Literacy Act of 1991, is an individual who is not able to "read, write or speak English and compute and solve problems at levels of proficiency necessary to function on the job and in society to achieve one's goals and develop one's knowledge and potential."

EL PASO PUBLIC LIBRARY

CALENDAR OF EVENTS

JANUARY 1993

• •

CELEBRATE WINNIE-THE-POOH'S BIRTHDAY AT THE EL PASO PUBLIC LIBRARY THIS MONTH.

MAIN LIBRARY........501 N. Oregon St.
REFERENCE/INFORMATION..........543-5433
Monday - Thursday.......8:30am - 9:00pm
Friday & Saturday.........8:30am - 5:30pm
CLOSED SUNDAYS

• • • • • • • • • • • •

BRANCHES

CIELO VISTA	8929 Viscount	591-6812
CLARDY FOX	200 Lisbon	772-0501
Literacy Center	200 Lisbon	779-2400
IRVING SCHWARTZ	1865 Dean Martin Dr.	857-0594
LOWER VALLEY	7915 San Jose	591-3391
RICHARD BURGES	9300 Diana	755-4219
VETERANS PARK	5303 Salem	821-7334
WESTSIDE	125 Belvidere	581-2024
YSLETA	9301 Alameda	858-0905

Tuesday, Wednesday, Thursday...........11am-8pm
Friday & Saturday..........................8:30am-5:30pm

• • • • • • • • • • • • •

ARMIJO	620 E. 7th	533-1333
MEMORIAL	3200 Copper	566-1034

Tues.-Thurs. ---9am-6pm Fri. & Sat. --8:30am-5:30pm
CLOSED SUNDAYS AND MONDAYS

BEST COPY AVAILABLE

bién los martes de 5:30-6:30pm.

•PROGRAMACION PARA ADULTOS •

CLUB DE TEJIDO
Se reúne cada martes a la 1pm.

NEEDLECRAFT
Meets on Tuesdays at 1pm. Join the needlecraft group.

AEROBICS
With Cristina Dominguez every Wednesday from 6:30-8pm.

AEROBICS
Con Cristina Dominguez los miércoles de 6:30-8pm.

TALLER DE CAPACITACION PARA PRECEPTORES
El 23 de enero a la 1pm para voluntarios. Se presentara información sobre la estructura de lecciones para estudiantes basada en los intereses, ocupaciónes, y metas del estudiante.

TUTOR TRAINING WORKSHOP
Jan. 23 at 1pm. Project VIA Tutor Training Workshop. Volunteers and tutors will be provided with information on how to structure lessons for their students based on the students' own interests, concerns, and goals.

LIBRARY LITERACY CENTER
Offers ABE, ESL classes, and two computers for self-paced ESL instruction. ABE and Literacy Directory of Services available. For more information call 779-2400.

EL CENTRO DE ALFABETIZACIÓN DE CLARDY FOX LIBRARY
Ofrece sus servicios y recursos para toda persona que cadezca de menos de 12 años de educación. El centro ofrece clases de inglés, y dos computadoras para lecciones individuales según su nivel. La coleción de libros incluye juegos de casetes con guías para aprender inglés o estudiar ciudadanía. Para más información tocante estos servicios llame al 779-2400.

FRIENDS OF THE LIBRARY LITERACY CENTER
Join the Friends group! Meetings are held every 2nd Saturday of the month at 1:30pm.

COMITÉ DE AMIGOS
Únase al Comité de Amigos de la Biblioteca Clardy Fox. Su junta mensual es cada segundo sábado del mes a la 1:30pm en el Centro de Alfabetización de Clardy Fox Library.

PROJECT VIA (VOLUNTEERS IN ACTION)
Is recruiting volunteers to tutor adult literacy students throughout El Paso. For more infromation call Martha Toscano at 779-2400.

EL PROJECTO VIA (VOLUNTARIOS EN ACCIÓN)
Esta reclutando voluntarios para trabajar con estudiantes de alfabetización en El Paso. Para más información llame a Martha Toscano al 779-2400.

IRVING SCHWARTZ

•CHILDREN'S PROGRAMS •

AFTER SCHOOL AT THE LIBRARY TUESDAYS
4pm. Children of all ages, come to the library after school for an hour of stories, crafts, and films.

PRESCHOOL STORY HOUR FRIDAYS
10am. Preschoolers and parents join us for stories, crafts and films.

SATURDAY AFTERNOOON AT THE LIBRARY
2pm. Stories, crafts, and films for all ages.

BEDTIME STORIES
Bring your preschoolers (3 yrs. to 6yrs.) with their teddybears or other nightime friends to the LIBRARY on Thursday Night, Jan. 14 at 7pm for stories and a bedtime snack.

• ADULT PROGRAMS •

FRIENDS OF THE IRVING SCHWARTZ BRANCH LIBRARY
The FRIENDS BOOKSTORE, located at 1605 George Dieter (on the corner of George Dieter and Vista del Sol in Dieter Plaza), is open Wednesdays 10am-2pm and Saturdays 9am-4pm. Used books, magazines, videos and records are needed and can be dropped off at the Bookstore or Irving Schwartz Library. Proceeds from sales will benefit the Schwartz Branch.

VOLUNTEERS NEEDED
If you would like to donate books or other materials, join the Friends, or volunteer in the Bookstore or Library, please call 857-0594 or 593-0015.

BEST COPY AVAILABLE

VOLUNTEERS IN ACTION

PROJECT V.I.A.

TUTOR TRAINING WORKSHOP

WHEN: JANUARY 23,1993 1:00-5:30 PM

WHERE: CLARDY FOX BRANCH LITERACY CENTER
200 LISBON (Across from Fox Plaza,
behind Furr's Supermarket)

SPONSORED BY: PROJECT VIA (VOLUNTEERS IN ACTION)
A partnership program between the El Paso Public Library
and El Paso Community College

PERSONS INTERESTED IN MAKING A DIFFERENCE IN SOMEONE'S LIFE SHOULD ATTEND. TEACH SOMEONE TO READ AND WRITE!!

For information call the Literacy Hotline 779-2400.

News Release

EL PASO PUBLIC LIBRARY

FOR IMMEDIATE RELEASE

JANUARY 5, 1993

Contact: **Martha A. Toscano**
(915) 779-2400

Project VIA Holds First Tutor-training Workshop

The El Paso Public Library will sponsor its first tutor-training workshop for Project VIA (Volunteers In Action) on Saturday, January 23, 1992 from 1:00 PM to 5:30 PM at the Clardy Fox Branch located at 200 Lisbon. Project VIA is a collaborative program between the El Paso Public Library and the El Paso Community College to train volunteer tutors to work with functionally illiterate adults in El Paso County.

Participants at the free workshop will be coached in EPCC's non-traditional, whole language approach to adult literacy instruction. Tutors will learn how to create lessons for their students based on the discussion of themes of importance to the adult learner. The lessons will be drawn from the learners own life experiences. Learning to read and write will flow naturally from this process of inquiry giving the student significant control over the direction of his literacy instruction.

Persons interested in volunteering or learning this innovative approach to literacy instruction are invited to attend. Additional training workshops will be held at EPPL facilities during the program year; for additional information call the LITERACY HOTLINE 779-2400.

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Border Briefs

Vol 113 No. 19

IN BRIEF

TUTOR WORKSHOP — The El Paso Public Library plans to offer its first tutor-training workshop for Project Volunteer In Action, or VIA, from 1 p.m. to 5 p.m. Saturday at the Clardy Fox Branch, 200 Lisbon St. Project VIA is a collaborative program between the El Paso Public Library and the El Paso Community College to train volunteer tutors to work with functionally illiterate adults in El Paso County. Admission is free. For more information, call 779-2400.

● Storytellers Sylvia Lopez and Liz Arrambide plan to perform stories in English and Spanish about the Chinese New Year and 1993, the Year of the Rooster, from 10:15 a.m. to 11 a.m. Saturday at the El Paso Public Library, 501 N. Oregon St. Admission is free.

BOOK SIGNING — Local psychologist Richard B. Patterson is scheduled to sign copies of his new book "Encounters with Angels" from 2 p.m. to 4 p.m. Saturday at the Charismatic Christian Bookstore, 6360 Edgemere Blvd.

TRAINING SEMINAR — Yucca Council of Boy Scouts presents Pow Wow 1993 — "The Wild and Woolly West," an all-day training seminar for Cub Scout leaders, from 8 a.m. to 4 p.m. Saturday at Parkland High School, 5932 Quail Ave. Admission is $15. Lunch is included. Registration will be accepted at the door. For more information, call Boy Scouts of America at 772-2292 or Cheri Dotson at 592-8026.

● Den chief training for Boy Scouts will be held from 8 a.m. to 4 p.m. Saturday at Parkland High School. Admission is $10 and it includes lunch, patch and handbook. For more information, call Boy Scouts of America at 772-2292 or Cheri Dotson at 592-8026.

DEATHS — PETRA G. ADAMS, 65, El Paso resident, Wednesday. Sunset.

JESSIE KERSEY HOLT, 80, El Paso resident, Wednesday. Kaster-Maxon & Futrell.

DOLORES PAREDES, 87, El Paso resident, Wednesday. Sunset.

JOHN B. WYATT, 82, El Paso resident, Tuesday. Sunset.

— Compiled by Angelica Orozco

Crime Stoppers runs Monday, police news runs Tuesday, education news runs Wednesday, military news runs Thursday, and religion news runs Saturday.

American Legion to honor Mexican World War II vets

Attachment 7: Report form

PROJECT VIA
TUTOR MONTHLY REPORT FORM

Student's Name:

Tutor's Name:

Book Last Worked In:

Meeting Place:

Student's Progress - Comments:

PLEASE CIRCLE THE DAYS YOU TUTORED:

Month: **Year:**

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Hours of Tutoring:

Hours of Preparation Plus Travel Time:

Special Success Stories:

TO ASSURE CONFIDENTIALITY, PLEASE SECURE WITH TAPE BEFORE MAILING. THANK YOU!

BEST COPY AVAILABLE

Library Literacy Center
200 Lisbon
El Paso, Texas 79905

Attachment 8a: Invitation Sample

PROJECT VIA
TUTOR APPRECIATION

EL PASO PUBLIC LIBRARY
EL PASO, TEXAS

Main Library
501 N. Oregon
El Paso 79901
543-5401

BRANCHES
Armijo
620 E. 7th Ave.
El Paso 79901
533-1333

Cielo Vista
8929 Viscount
El Paso 79925
591-6812

Clardy Fox
200 Lisbon
El Paso 79905
772-0501

Irving Schwartz
1865 Dean Martin Dr.
El Paso 79936
857-0594

Lower Valley
7915 San Jose Rd.
El Paso 79915
591-3391

Memorial
3200 Copper
El Paso 79930
566-1034

Richard Burges
9300 Diana
El Paso 79924
755-4219

Veterans Park
5303 Salem
El Paso 79924
821-7334

Westside
125 Belvidere
El Paso 79912
581-2024

Ysleta
9301 Alameda
El Paso 79907
858-0905

El Paso Public Library
Literacy Center
200 Lisbon
El Paso, TX 79915
(915) 779-2400

September 8, 1993

Dear Sir/Madam:

You are cordially invited to attend the El Paso Literacy Coalition and El Paso Public Library's Literacy Week celebration to recognize outstanding adult literacy education providers and volunteers in the El Paso community. This celebration will be held on Thursday, September 23, 1993 in the Maud Sullivan Gallery located in the Main Library, 501 N. Oregon from 5:30 to 7:00 pm. (See enclosed flyer.)

The El Paso Public Library Literacy Center and Project VIA (Volunteers in Action) will be honoring the volunteer tutors trained throughout the grant year. If you have any questions about the reception, please contact me at 779-2400. I look forward to seeing you there.

Sincerely,

Martha A. Toscano

Martha A. Toscano
Literacy Coordinator
El Paso Public Libraries

enclosure

The Literacy Coalition of El Paso invites you to attend the 1992/1993 awards ceremony recognizing outstanding literacy providers in the El Paso Community.

PLACE: Maud Sullivan Room
El Paso Public Library
501 N. Oregon

DATE: Thursday, September 23, 1993

TIME: 5:30 P.M. TO 7:00 P.M.

Please RSVP by Wednesday, September 15, 1992, to
Martha Toscano
By Phone: 779-2400
By Mail: 200 Lisbon, El Paso, Texas 79905

Reception will begin at 5:30 p.m. -
Refreshments and appetizers will be served.

Attachment 8b: Certificate Sample

PROJECT VIA
TUTOR CERTIFICATE OF APPRECIATION

Certificate of Appreciation

ISIDRA DELGADO

For your participation in the Tutor-Training Workshop
held at the Clardy Fox Library, January 23, 1993, sponsored by
the El Paso Public Library and El Paso Community College
Project VIA (Volunteers in Action) Program

Martha A. Toscano
Martha A. Toscano
Literacy Coordinator, EPPL

Elsa A. Miranda
Elsa A. Miranda,
Project VIA Coordinator

Attachment 9: Evaluations

PROJECT VIA
WORKSHOP EVALUATIONS

Note: (Three per workshop)

BEST COPY AVAILABLE

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 1-23-93

SITE: Clardy Fox Library

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: I'm looking forward to teaching and helping an individual to understand, read, and write English!

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 1-23-93

SITE: CLARDY FOX

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS:

Thank you. very informative.

Thanks for the burgers.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 1/23/93

SITE: Clardy-Fox Library

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	1	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS:

I leave with many ideas and information that I feel will be good for thought about how to help my pre-level group. I look forward to attending the February workshop - Please let me know about future workshops. Thank you, Judy Vásquez
820-3084

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 2/20/93

SITE: Westside Library

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	1	[✓ 2]	3	4	5
Was of general interest	1	[✓ 2]	3	4	5
2. Printed program:					
Clearly described the topic/presentation	1	[✓ 2]	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	1	[✓ 2]	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	[✓ 2]	3	4	5
6. The facilities were comfortable:	1	[✓ 2]	3	4	5

COMMENTS: Very well done and appreciated!

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 20 Feb. 93

SITE: Westside Library

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	[✓ 2]	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: This workshop was extremely informative and enjoyable. The presenters were both knowledgeable on their topic and enthusiastic in delivering it. The length of the program is ideal. I also appreciate the wonderful goodies we were given to eat and drink.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 20 FEB 93

SITE: WESTSIDE BRANCH, EPPL

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	1	[✓ 2]	3	4	5
Will be useful to me	1	[✓ 2]	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	[✓ 2]	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS:

THIS PROGRAM SHOULD BE PRESENTED TO ALL LIBRARY STAFF!

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: March 27, 1993

SITE: Ysleta Community Center

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	1	[✓ 2]	3	4	5
Was of general interest	1	[✓ 2]	3	4	5
2. Printed program:					
Clearly described the topic/presentation	1	[✓ 2]	3	4	5
3. The presenters:					
Knew the subject matter	1	[✓ 2]	3	4	5
Presented the material clearly	1	[✓ 2]	3	4	5
4. The handouts:					
Were appropriate to the topic	1	[✓ 2]	3	4	5
Will be useful to me	1	[✓ 2]	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	[✓ 2]	3	4	5
6. The facilities were comfortable:	1	2	[✓ 3]	4	5

COMMENTS: Too much noise from outside; too many things on the wall — Refreshments were good; the group was enjoyable — The presenters were great.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 3-27-93

SITE: Pavo Real

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: I really enjoyed this workshop. You guys really know what you're talking about. Keep up the great work. Congratulations.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: March 27, 1993

SITE: Ysleta [illegible] Community Center

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	2	3	4	5
6. The facilities were comfortable:	1	[✓ 2]	3	4	5

COMMENTS: It was a pleasure to attend this workshop – The presenters did a lovely job!

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 4-3-92

SITE: Richard Burgess Branch Library

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	1	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	1	[✓ 2]	3	4	5

COMMENTS: Very well done. Staff very friendly, food appreciated.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: April 3, 1993

SITE: Richard Burges Branch

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: Very informative, non-traditional approach to teaching. Format encourages participation in a relaxed atmosphere.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: APRIL 3, 1993

SITE: BURGESS LIBRARY

PRESENTERS: Cecilia Olan, Celia Esparza, Robert Bonilla, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: I ENJOYED THIS WORKSHOP THOROUGHLY. I AM LOOKING FORWARD TO APPLYING WHAT I LEARNED HERE TODAY.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 5/29/93

SITE: El Paso Public Library - Downtown branch

PRESENTERS: Cecilia Olan, Celia Esparza, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	1	[✓ 2]	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	1	2	3	[✓ 4]	5

COMMENTS:

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 5/29/93

SITE: DOWNTOWN ing

PRESENTERS: Cecilia Olan, Celia Esparza, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: EXCELLENT!!!

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 5/29

SITE: Main Library

PRESENTERS: Cecilia Olan, Celia Esparza, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	1	2	[✓ 3]	4	5
Was of general interest	1	2	[✓ 3]	4	5
2. Printed program:					
Clearly described the topic/presentation	1	2	[✓ 3]	4	5
3. The presenters:					
Knew the subject matter	1	[✓ 2]	3	4	5
Presented the material clearly	1	[✓ 2]	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	1	2	[✓ 3]	4	5

COMMENTS: I engoyed the training session, but I think if I hadn't studied Whole language methodology for two years it might not have been clear enough. For example, I don't think people caught on to what modeled reading, echo reading, and repeated reading are. Maybe the last part of the day could be given substantial more focus. Thank You

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 6-26-93

SITE: Lower Valley Branch Library

PRESENTERS: Martha A. Toscano, Elsa A. Miranda, Carmen Garcia, Sonia Avila, and Jesus Adame

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	1	[✓ 2]	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	[✓ 2]	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: I have enjoyed the presentation When I find out what sort of schedule I will have in the fall I will be back in contact with you Thanks

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: June 26, 1993

SITE: Lower Valley Branch

PRESENTERS: Martha A. Toscano, Elsa A. Miranda, Carmen Garcia, Sonia Avila, and Jesus Adame

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	1	[✓ 2]	3	4	5
Was of general interest	1	[✓ 2]	3	4	5
2. Printed program:					
Clearly described the topic/presentation	1	[✓ 2]	3	4	5
3. The presenters:					
Knew the subject matter	1	[✓ 2]	3	4	5
Presented the material clearly	1	[✓ 2]	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	2	[✓ 3]	4	5
6. The facilities were comfortable:	1	2	3	4	5

COMMENTS: Sound on video was not quit good / should have better sound. (But it was good sample)

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: June 26, 1993

SITE: Lower Valley

PRESENTERS: Martha A. Toscano, Elsa A. Miranda, Carmen Garcia, Sonia Avila, and Jesus Adame

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	1	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	1	[✓ 2]	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	2	3	4	5
6. The facilities were comfortable:	1	2	[✓ 3]	4	5

COMMENTS: Jesus Adame was well informed with Current up to date subject matter!

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: 8 - 21 - 93

SITE: Irvin Shwartz Library

PRESENTERS: Sonia Avila, Jesus Adame, Carmen Garcia, Elsa Miranda, and Martha A. Toscano

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	1	[✓ 2]	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	[✓ 2]	3	4	5
6. The facilities were comfortable:	1	[✓ 2]	3	4	5

COMMENTS: I really liked it. I am looking forward to helping out.

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1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: August 20, 1993

SITE:

PRESENTERS: Sonia Avila, Jesus Adame, Carmen Garcia, Elsa Miranda, and Martha A. Toscano

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: I really appreciate your time and efforts so we could learn how to teach adults how to read without making them feel ignorant.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: AUGUST 21, 1993

SITE: IRVING SCHWARTZ BRANCH LIBRARY

PRESENTERS: Sonia Avila, Jesus Adame, Carmen Garcia, Elsa Miranda, and Martha A. Toscano

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent Yes		Good Somewhat		Poor No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	1	[✓ 2]	3	~~4~~	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	1	[✓ 2]	[✓ 3]	4	5
4. The handouts:					
Were appropriate to the topic	1	2	[✓ 3]	4	5
Will be useful to me	1	[✓ 2]	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: Jesus and Carmen were especially effective. Did not enjoy the video tape, too flat and boring, enjoyed success stories more. Could be more explicit about what\how to follow guidelines for a large class as opposed to one on one. Enjoyed discussion and exercises. Overall, I learned a lot from the workshop and the people displayed a lot of love and dedication for their work.

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1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: Sept 3, 1993

SITE: West Texas Adult Probation

PRESENTERS: Cecilia Olan, Celia Esparza, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	1	[✓ 2]	3	4	5
Was of general interest	1	[✓ 2]	3	4	5
2. Printed program:					
Clearly described the topic/presentation	1	[✓ 2]	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	1	2	3	4	5
6. The facilities were comfortable:	1	[✓ 2]	3	4	5

COMMENTS: I felt there was too much emphasis on student writing ability. Not enough on what sort of problems we may encounter w/ student reading profficiency.

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: Sept 3, 1993

SITE: Riverside Vet Center

PRESENTERS: Cecilia Olan, Celia Esparza, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented NA	1	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: Good information!,

1993 Project VIA Tutor Training Workshop
Evaluation Sheet

DATE: September 3, 1993

SITE: West Texas Comm. Supervision & Corrections Literacy Center - Alameda

PRESENTERS: Cecilia Olan, Celia Esparza, Martha A. Toscano, and Elsa A. Miranda

Using a scale of 1 - 5 with 1 as the top rating, please rate each of the following:

	Excellent		Good		Poor
	Yes		Somewhat		No
1. The topic:					
Provided useful information	[✓ 1]	2	3	4	5
Was of general interest	[✓ 1]	2	3	4	5
2. Printed program:					
Clearly described the topic/presentation	[✓ 1]	2	3	4	5
3. The presenters:					
Knew the subject matter	[✓ 1]	2	3	4	5
Presented the material clearly	[✓ 1]	2	3	4	5
4. The handouts:					
Were appropriate to the topic	[✓ 1]	2	3	4	5
Will be useful to me	[✓ 1]	2	3	4	5
5. The audio visual materials were appropriate and effectively presented	[✓ 1]	2	3	4	5
6. The facilities were comfortable:	[✓ 1]	2	3	4	5

COMMENTS: very good presentation. a little too quick because I would have injoyed a more in depth study but the topics were well presented and informative ☺